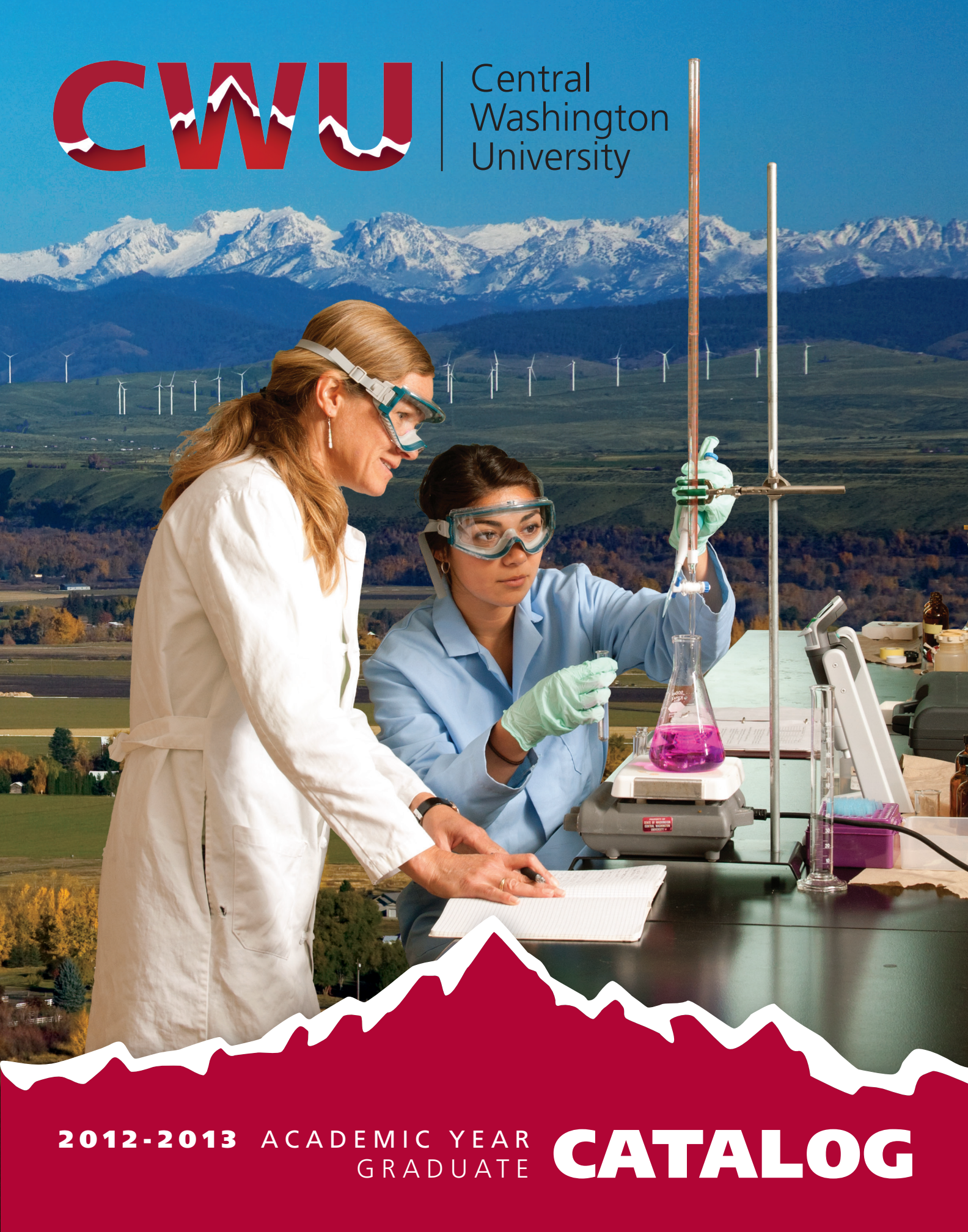




Central
Washington
University



2012-2013 ACADEMIC YEAR
GRADUATE

CATALOG



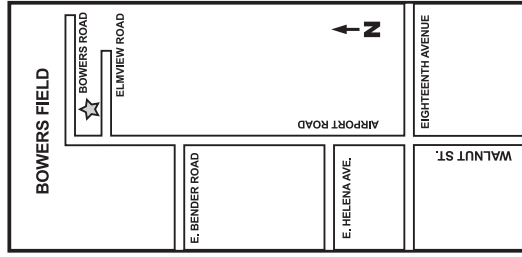
CENTRAL WASHINGTON UNIVERSITY

AAVEO/TITLE IX INSTITUTION: FOR ACCOMMODATION: CDS@cwu.edu

FLIGHT TECHNOLOGY CENTER - SEE INSET

FREE PARKING IN LOTS V7 AND X22

INSET MAP TO
FLIGHT TECHNOLOGY CENTER
(BOWERS FIELD)

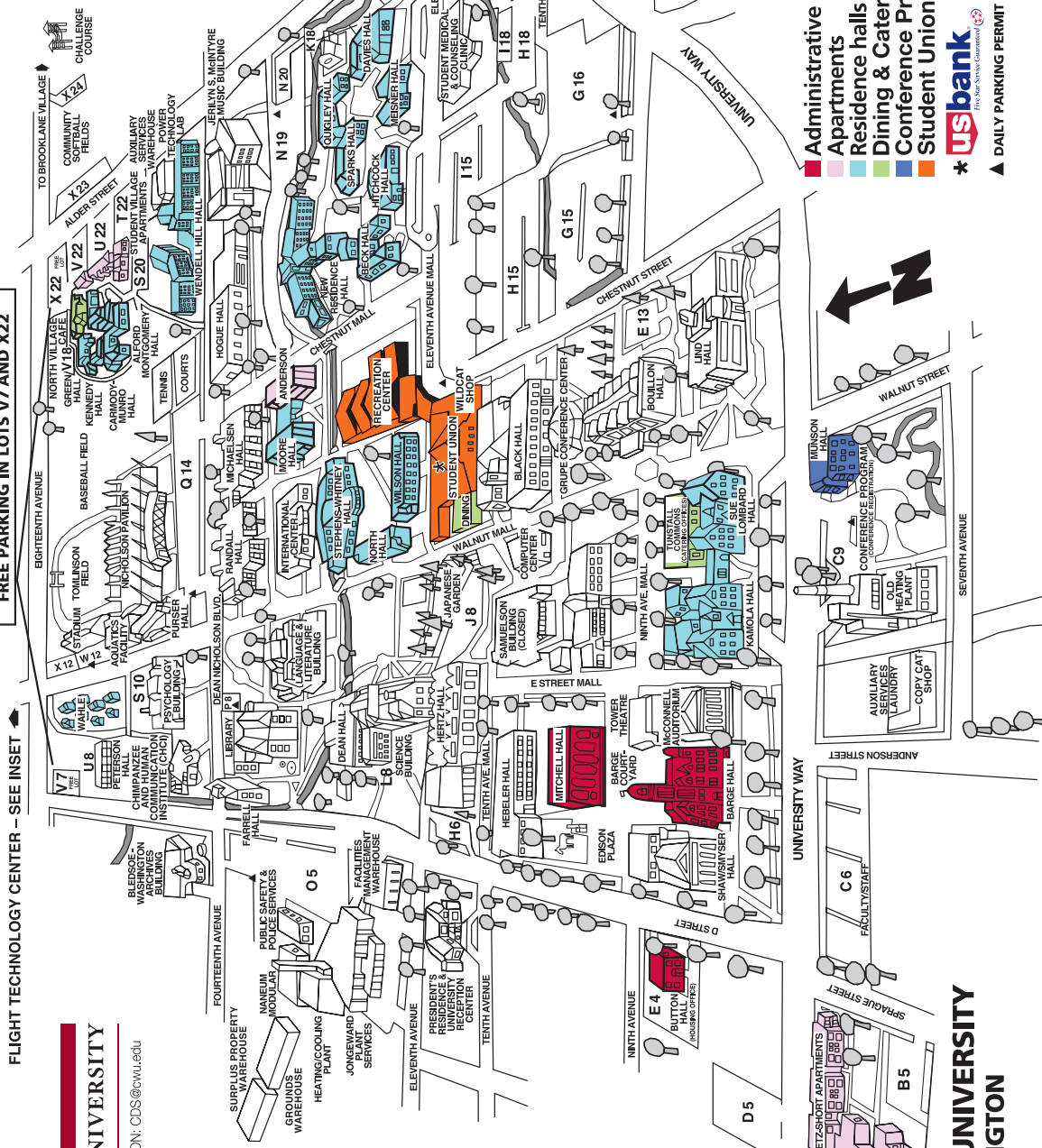
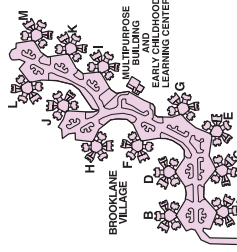


CWU WELCOME CENTER

TO P-90



CENTRAL WASHINGTON UNIVERSITY ELLENSBURG, WASHINGTON



- Administrative buildings
- Apartments
- Residence halls
- Dining & Catering
- Conference Program
- Student Union & Recreation Center



DAILY PARKING PERMIT DISPENSERS

Last revised 6/2012

Catalog Guidelines

The university catalog is prepared by Registrar Services and the Public Affairs teams. Copies of the catalog may be obtained from the Wildcat Shop, Central Washington University, 400 East University Way, Ellensburg, WA 98926-7449. It is also available online at www.cwu.edu/~catalogs.

This catalog and its contents shall not constitute a contract between Central Washington University and prospective or enrolled students.

For a complete copy of the Academic and General Regulations please see the Undergraduate section of the online catalog.

The information contained in this catalog reflects the current policies and regulations of the university. However, the university reserves the right to make changes in its policies and regulations at any time. Accordingly, if policies or regulations of the university at any time conflict with information contained in the catalog, the policies and regulations will govern, unless expressly determined otherwise by the CWU Board of Trustees.

A file containing documents describing the university's accreditation and approval by accrediting agencies is maintained in the Office of the Provost and Vice President for Undergraduate Studies and may be viewed by any current or prospective student upon request.

Central Washington University is an AA/ EEO/ Title IX Institution.

Central Washington University's policies and practices affirm and actively promote the rights of all individuals to equal opportunity in education and employment without regard to their race, color, religion, creed, national origin, sex, sexual orientation, gender identity and gender expression, age, marital status, disability, or status as protected veterans. CWU complies with all applicable federal, state, and local laws, regulations, and executive orders. Address inquiries to the Director, Equal Opportunity and Title IX Coordinator, Bouillon 205, Ellensburg, WA 98926-7425, 509-963-2205; oeo@cwu.edu, www.cwu.edu/~oeo. Persons with disabilities may request reasonable accommodation by contacting the Center for Disability Services: 509-963-2171; CDS@cwu.edu, www.cwu.edu/disability-support.

Central Washington University

June, 2012

Registrar Services
Mitchell Hall
Central Washington University
400 East University Way
Ellensburg, Washington 98926-7465
509-963-3001

www.cwu.edu/registrar

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Information Directory

ONLINE ELECTRONIC CATALOG

www.cwu.edu/~catalogs

The Online Electronic Catalog (OEC) is the university's official compilation for all curriculum. The OEC serves as the basis for major, minor, and program requirements for the academic year. For current policy and curriculum requirements, refer to the CWU online catalog.

This catalog provides a general guideline of courses offered by the university. The classes and programs described herein are implemented at the sole discretion of the college and are subject to change at any time without notice. Information contained on classes and programs are illustrative only and are not intended to create any contractual obligation or covenant with the university.

LIMITATION OF LIABILITY

The university's total liability for claims arising from a contractual relationship with the student in any way related to classes or programs shall be limited to the tuition and expenses paid by the student to the university for those classes or programs. In no event shall the university be liable for any special, indirect, incidental, or consequential damages, including but not limited to, loss of earnings or profits.

INFORMATION DIRECTORY

Academic Advising Center, Bouillon Hall, room 203F	(509) 963-3523
Associated Students (ASCWU), Student Union and Recreation Center, 2nd Floor	963-1693
Career Services, Bouillon Hall, room 206	963-1921
Cashiers Office, Barge Hall, room 104	963-2224
Center for Disability Services, Bouillon Hall, room 205	963-2171
Central Switchboard	963-1111
Conference and Catering Services, Munson Hall, Vantage room	963-1141
Continuing Education Office, Barge Hall, room 204	963-1504
Financial Aid, Barge Hall, room 115	963-1611
Graduate Studies and Research, Barge Hall, room 305	963-3103
International Studies and Programs, International Center	963-3612
James E. Brooks Library	963-1901
Office of Admissions, Mitchell Hall, first floor	963-1211
President's Office, Barge Hall, room 314	963-2111
Provost, Barge Hall, room 302	963-1401
Public Safety & Police Services, Public Safety Building, 1211 N. D Street	963-2959
Registrar Services, Mitchell Hall, first floor	963-3001
Student Employment	
• I-9 and W'4, Bouillon 140	963-1202
• Regular Student Employment (non-work study), Bouillon Hall, 205K	963-3053
• Work Study	963-3008
Student Financial Services, Barge Hall, room 104	963-3546
Student Life, Bouillon Hall, room 204	963-1515
Student Medical Clinic, corner of 11th and Poplar, near Meisner Hall	963-1881
Student Counseling Clinic, corner of 11th and Poplar, near Meisner Hall	963-1391
Transcript Line	963-1227
University Housing and New Student Programs, Button, 2nd Floor	963-1831
Veterans Center, Bouillon Hall, room 206	963-3028

AVAILABILITY OF SAFETY AWARENESS INFORMATION

The Department of Public Safety and Police Services is responsible for reporting crime statistics in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Central's annual security report is available at www.cwu.edu/~police. It contains information regarding crime prevention programs, the law enforcement authority of the University police, policies concerning the reporting of crime, crime statistics for the most recent three-year period and other information about security that is required by law. A paper copy of the information is also available upon request by writing to: Central Washington University, Department of Public Safety and Police Services, 400 East University Way, Ellensburg, WA 98926-7527.

Quarterly Calendar

FALL QUARTER

Open registration for fall
Classes begin
Change of class schedule
Deadline to apply for baccalaureate degree for winter
Advising week
Uncontested withdrawal deadline for fall
Registration for winter
Veterans Day holiday (observed)
Thanksgiving recess
Faculty development/ study day
Final exam week
End of quarter
Days of instruction

WINTER QUARTER

New Year holiday (observed)
Open registration for winter
Classes begin
Change of class schedule
Deadline to apply for baccalaureate degree for spring
Martin Luther King Jr. holiday
Advising week
Registration for spring
Uncontested withdrawal deadline for winter
Presidents' Day holiday
Faculty development/ study day
Final exam week
End of quarter
Days of instruction

SPRING QUARTER

Open registration for spring
Classes begin
Change of class schedule
Deadline to apply for baccalaureate degree for summer
Registration for summer (all students)
Advising week
Uncontested withdrawal deadline for spring
Registration for fall (continuing students)
Source- instructional day
Memorial Day holiday
Faculty development/ study day
Final exam week
End of quarter
Commencement (Ellensburg)
Commencement (Kent)
Days of instruction

NOTE: Days of instruction (includes finals week)

SUMMER SESSION

Open registration (all sessions)
Classes begin (six week - full)
Change of schedule (six week - full)
Deadline to apply for baccalaureate degree for fall
Independence Day holiday
Six-week session closes
Full term closes

2012

September 17-18
September 19
September 19-25
September 28
October 29-November 2
November 2
November 5-21
November 12
November 21-23
December 3
December 4-7
December 7
(54)

2013

January 1
January 2
January 3
January 3-9
January 11
January 21
February 4-8
February 11-March 1
February 15
February 18
March 11
March 12-15
March 15
(51)

2013

March 25
March 26
March 26-April 1
April 5
May 6-June 17
May 6-10
May 10
May 13-May 31
May 16
May 27
June 3
June 4-7
June 7
June 8
June 9
(53)

2013

May 6-June 16
June 17
June 17-19
June 28
July 4
July 26
August 16

2013

September 23-24
September 25
September 25-October 1
October 4
October 28-November 1
November 1
November 4-27
November 11
November 27-29
October 16
December 9-12
December 13
(53)

2014

January 1
January 2-3
January 6
January 6-10
January 17
January 20
February 3-7
February 10-28
February 14
February 17
January 29
March 17-20
March 21
(52)

2014

March 31-April 1
April 2
April 2-8
April 11
May 5-June 22
May 12-16
May 16
May 19-June 6
May 15
May 26
none
June 9-12
June 13
June 14
June 15
(51)

2014

May 5-June 22
June 23
June 23-25
July 3
July 4
August 1
August 22

Graduate Studies and Research

The university provides quality graduate programs in selected fields, taught by a faculty committed to excellence in teaching and research. A hallmark of this university is to offer our graduate students:

- Small classes
- Opportunities to work closely with professors
- An excellent learning environment
- Low tuition
- Hands-on research experience
- An attractive setting in a friendly community

Administration and Organization

The Office of Graduate Studies and Research welcomes visits and inquiries from graduate students and prospective graduate students. Our staff is here to assist the academic community, both in the area of graduate studies as well as in the sphere of grants and sponsored research.

Dean

Wayne S. Quirk, PhD

Director of Sponsored Research

Vacant

Associate Director of Research and Sponsored Programs

Julie Guggino

Graduate Studies

Admissions Program Coordinator

Justine Eason

Post-admissions Program Coordinator

Dawn Muzzall

Program Assistant

Diane Houser

Barge Hall, room 305

509-963-3101

509-963-1799 Fax

masters@cwu.edu

www.cwu.edu/masters

Business hours: 8 a.m. - 5 p.m., Monday through Friday (PST), except holidays. If you call during non-business hours, be sure to let us know when and where to reach you and we will return your call as soon as possible.

General Information

The graduate experience at CWU is challenging, rewarding, and exciting. But, like every quality experience, it is subject to certain rules and policies to ensure that high academic standards are maintained. Below, we present information about CWU's graduate programs. We seek to ensure that graduate students are fully apprised of the policies and procedures governing student progress. It is the responsibility of graduate students to familiarize themselves with these and the policies of the programs in which they are enrolled. Central believes in equal educational and employment opportunity for all without regard to race, color, creed, national origin, sex, age, marital status, or any sensory, physical, or mental handicap.

Additional information concerning university policies and regulations applicable to graduate programs, including accreditation, institutional memberships, grading practices, mission and roles, and tuition and fees, will be found in various sections of this catalog. Consult the Table of Contents or index for further information.

Definition of a Graduate Student

A graduate student is anyone duly admitted to graduate study at CWU, and who is officially enrolled in a graduate program here. Graduate programs offered include master's degree programs, fifth-year and other certification programs, and non-degree study as a resident or visiting graduate student.

Programs of Graduate Study

Central Washington University offers the following graduate degrees:

Master of Arts

- Art
- English: Literature
- English: TESOL
- History
- Individual Studies
- Theatre

Master of Arts for Teachers

- Mathematics

Master of Education

- Individual Studies
- Instructional Leadership
- Master Teacher
- Reading Specialist
- School Administration
- School Counseling
- School Psychology
- Special Education

Master of Fine Arts

- Art

Master of Music

- Music

Master of Professional Accountancy

Master of Science

- Biology
- Chemistry
- Computational Science
- Mental Health Counseling
- Engineering Technology
- Experimental Psychology
- Exercise Science
- Family and Consumer Sciences
- Geology
- Health and Physical Education
- Individual Studies
- Law and Justice
- Nutrition
- Primate Behavior
- Resource Management

Graduate Certificate Programs

In addition to the degree programs available, CWU offers the following graduate certificate programs. See Graduate Certificate Programs below for details.

Continuing Principal's Certificate

Continuing Program Administrator

Educational Staff Associate Certificate

Endorsement-only Program

Fifth-year of Study for Continuing or Professional Certificate

Renewal of Initial or Residency Certificate
School Counselor
School Psychologist

Application and Admission to Graduate Study

Admissions Information

Central offers admission to applicants who have high potential for success in their chosen graduate disciplines. We seek to admit people with diverse backgrounds in order to enhance the learning environment for all students.

Admissions decisions are based upon a combination of factors. These include grade point average, letters of recommendation from professors or others able to critically assess an applicant's ability to succeed in a graduate program, a written statement of purpose, standardized test scores (if applicable), academic preparation for work in the proposed field, and the applicant's interests as matched with those of faculty.

Types of Admission

CWU distinguishes three types of admission: regular, probationary, and conditional.

Regular: To be eligible for regular admission, an applicant must have earned a bachelor's degree from a recognized four-year college or university in the U.S. or the equivalent from an institution abroad. The applicant must demonstrate, in the opinion of the faculty and the dean of Graduate Studies and Research, the ability to successfully complete a master's degree. The applicant must also have achieved at least a 3.0 (B) average in all coursework attempted during the last 90 quarter hours (60 semester hours) of study.

Probationary: An applicant who does not meet the minimum GPA admissions requirements, but who shows promise of success in a graduate program, will be considered for admission. He or she may be admitted on probationary status, based on departmental recommendations and a favorable review by the dean of Graduate Studies and Research. If admitted, the applicant is placed on probation for one quarter, during which time he or she must complete at least 10 credits of coursework approved by the home department. A grade point average of 3.0 (B) or more is required. Upon meeting this requirement and with the favorable recommendation of the department, the student will be fully admitted and allowed to continue toward candidacy for a degree. If the student is unable to achieve a 3.0 GPA, he or she will be dropped from the program.

Conditional: An applicant may also be conditionally admitted to master's programs when he or she does not fully meet admission requirements. Typically such admittees lack certain field-related experiences and/or required background knowledge. An applicant may also be admitted to this category pending receipt of the official transcript(s) indicating completion of the bachelor's degree. A conditionally admitted student will achieve regular status when the condition has been satisfied and the admitting department recommends advancement to regular status.

Confirmation Fee: A nonrefundable \$55 tuition deposit/confirmation fee is required to verify acceptance of the offer of admission. This payment is due by May 1 for fall quarter, November 1 for winter quarter, and January 1 for spring quarter, or within two weeks of the date of acceptance, whichever is later. Although this prepayment is not required for summer quarter, a \$40 registration fee is required before registering for summer classes. These fees are subject to change when tuition rates are revised. Additionally, a letter of intent may be required by some departments.

Applying to CWU

CWU welcomes applications from all those who meet our minimum requirements for admission. To apply, visit our Web site at www.cwu.edu and click on the admissions link or obtain a set of our application materials from:

CWU Graduate Studies and Research
400 East University Way
Ellensburg, Washington 98926-7510

A completed application file consists of the following materials received by the Office of Graduate Studies and Research:

1. A completed application for graduate admission.
2. A written statement of educational and professional objectives.
3. Three letters of recommendation written by professors or others capable of assessing your potential for success in a graduate program.
4. Official transcripts from all universities and colleges attended.
5. Graduate Record Examination (GRE) or Graduate Management Admissions Test (GMAT) scores if required by the program. Scores should be no more than five years old at the time of application.
6. A non-refundable application fee of \$50 payable at the time of filing application. Application fees may be paid by check, credit card (MasterCard and Visa only), or cash (please do not send cash through the mail). If you wish to pay by check, make it payable to Central Washington University and send it, along with the other application materials, to the Office of Graduate Studies and Research. If you prefer to pay by credit card, you may telephone the Cashiers Office with this information (509-963-2224) to make a payment. Cash transactions should be made in person at the Cashiers Office, Barge Hall, Room 104.

International Applicant

In addition to the above requirements, all international applicants must complete the following:

1. If the applicant's native language is not English, he or she is required to submit one of the following: a) a minimum Test of English as a Foreign Language (TOEFL) score of 550 paper-based, or 79 Internet-based. Scores should be no more than two years old at the time of application, or b) a minimum International English Language Testing Systems (IELTS) score of 6.5 academic score. Scores should be no more than two years old at the time of application, or c) a baccalaureate degree from accredited U.S. university or an accredited international university where the main language of instruction is English. Please note that the department of English requires a TOEFL score of 570 paper-based or 88 internet-based, or an IELTS academic score of 6.5.
2. International applicants are also required to complete a confidential financial statement and submit evidence that sufficient funding is available in U.S. currency through either personal resources and/ or a sponsor for one academic year's experience at CWU.
3. Foreign university transcripts must be accompanied by a course by course transcript evaluation. You can find more information regarding the evaluation and agencies that are accepted by CWU here:
www.cwu.edu/~masters/new_international.html#transcripts.

Application Deadlines

The priority deadlines for submitting all application materials are as follows:

- February 1 for fall quarter
- April 1 for summer quarter
- October 1 for winter quarter
- January 1 for spring quarter

Deferred Admission

If a department and the graduate office wish to admit an applicant to a program that has no space available for a particular quarter, a deferred admission may be offered. The quarter for which admission is deferred will be negotiated between the applicant and the department. If both agree, the applicant will be asked to accept or decline in writing the deferred admission which will be valid for up to one year from the term in which the person was to have matriculated. If the applicant agrees to defer admission, no new application or application fee will be required. He or she will be expected to pay the non-refundable matriculation fee of \$55 and to obtain the concurrence of the home department and the dean of Graduate Studies and Research concerning the quarter in which he or she wishes to enroll.

An applicant who has been admitted to graduate study, but who wishes to defer matriculation to a subsequent quarter, may do so with the written authorization of the home department and the graduate office's concurrence. Such a deferment will be valid for up to one year from the term in which the student was to have matriculated. If the department is unable or unwilling to provide this authorization, the applicant will be obliged to reapply for admission, paying the admission application fee, and providing additional documents as needed.

Application for Certification and Non-degree Study

The University offers those seeking professional credentials, but who do not wish to pursue a master's degree, the opportunity to become post-baccalaureate students. Applications for admission to this status may be obtained from the Office of Admissions and returned to meet the appropriate deadlines.

Applicants for the continuing certificate must contact the Certification Office to organize an approved program.

Applicants for school counseling or school psychology programs leading to certification must also submit references and GRE scores. Admission procedures to these two certification programs are the same as for master's program admission.

Assistantships and Financial Aid

The university offers a number of assistantships during the academic year to beginning and continuing graduate students. Graduate assistantships are available in each of CWU's graduate program departments. Nearly two-thirds of the university's graduate assistants teach; the remainder serves as research assistants with a few performing university service functions.

Applicants must:

1. Be fully admitted to a master's degree program and registered with at least 10 credits (of these, at least 5 credits must be numbered 501 or higher unless on an approved Course of Study form) at the commencement of the contract period
2. Be recommended to the position by the department where the appointee would be assigned
3. Demonstrate a high level of professional and academic promise. Priority deadline is February 1

Full-time assistantships require an average of 20 hours of service per week and enrollment in at least 10, but not more than 14, credit hours per quarter, and a minimum grade point average of 3.0 each quarter. All graduate assistantship appointments are

made through a formal written contract letter from the dean of Graduate Studies and Research. Assistantship award announcements are not made until sometime after April 15.

Interested persons should contact the Office of Graduate Studies and Research for assistantship applications and information at www.cwu.edu/masters.

Financial aid is available through the university from federal and state funds for students demonstrating financial need. Applications for financial aid may be obtained from the Office of Financial Aid and should be submitted no later than March 15. Employment opportunities, both on and off campus, are typically available as well through the financial aid office.

Masters Degree Regulation

General Regulations

The following are the general regulations governing master's degrees. Additional requirements established by specific departments and programs may be found in this catalog under the special headings of these units. Before a decision to enter into a particular graduate degree program is made, the student is urged to communicate directly with the department to determine the most current program requirements. The student is responsible for seeking academic advising in the department or program of the specialization chosen. The department can assist in many of the details necessary to completing program requirements, especially early in the student's program.

Please note that each graduate department is headed by a chair that is responsible for working with graduate students in developing individual courses of study, establishing graduate committees, and in advising graduate students. Some graduate departments also have a graduate coordinator. In such cases, graduate students are expected to work with this person as the program's chief officer for graduate affairs. In all matters relating to university regulations, the dean of Graduate Studies and Research is the final arbiter, though he or she consults with departmental officers in carrying out these duties.

Graduate-Level Credit

Graduate-level credit is given for all courses at CWU numbered at the 500 level and above. However, courses which are specifically numbered "500" are reserved for professional development courses and cannot be counted toward a master's degree.

Graduate courses numbered 501 and above are typically restricted to students who have earned a bachelor's degree and who have formally been admitted to a graduate program of the university. Some courses may also require competitive admission to a specific departmental graduate program.

Undergraduate-Level Credit

Courses at the 100, 200, and 300 level are not applicable to a master's degree at CWU. Courses at the 400 level may be accepted for credit toward a graduate degree at CWU provided that they are taken after the student has been admitted to the master's degree program and are approved as part of the student's official course of study. In such cases, graduate students are expected to perform at a high level, while completing requirements additional to those expected of undergraduates enrolled in the course.

Transferring Credit To CWU Graduate Degree Programs

Courses taken prior to formal admission to a CWU master's degree program may be considered for transfer to a CWU master's degree program provided that the criteria below are met.

A total of 15 graduate quarter credits may be applied to a CWU master's degree, of which no more than 9 quarter credits (6 semester credits) may be from accredited institutions offering graduate degrees other than CWU.

Credits accepted in transfer are those that are part of an accredited institution's regular graduate degree programs. In cases where courses sought for transfer generate both undergraduate and graduate credit, students receiving transfer credit are expected to have elected the course(s) at the graduate level and thus have completed more qualitatively and quantitatively than those who have taken the course(s) for undergraduate credit. Credit sought for transfer must be graded "B" or better and must have been completed no more than six years before the date of the student's master's degree program completion.

All credits intended for transfer must be recommended for approval by the departmental/ program chair or graduate coordinator as a part of the official course of study filed with the Office of Graduate Studies and Research. Before transfer credit can be considered part of a graduate student's program, an official transcript from the registrar of the institution from which the credit is to be transferred must be received by the graduate office.

Credits used to fulfill requirements for another degree, either at CWU or elsewhere, will not be transferred. Credit for short courses, attendance at conferences, brokered courses, workshops, and pass-fail courses are normally not accepted in transfer.

Credit from any non-accredited institution or accredited institution not approved for graduate study will not be accepted for transfer. Credit obtained within the state of Washington from an accredited institution whose main campus is outside of the state will be considered for transfer only by special petition to the dean of Graduate Studies and Research. The university reserves the right to determine the acceptability of transfer credit from any institution.

Course Challenge (Credit by Examination)

Under certain circumstances, the university may award credit or waive requirements based on course challenges or prior learning experience. Graduate students who have been admitted to a graduate program must obtain permission from the Dean of Graduate Studies and Research, their advisor, and the course instructor to challenge a course.

Credit/No Credit

Graduate students may take advantage of the credit/ no credit option as a way to explore academic areas in which they are interested. Credit/ no credit courses will not be counted toward master's degrees nor will they be computed in the graduate grade point average. Students are allowed to select one class per quarter for a credit/ -no-credit grade. A student electing this option must designate a class as credit/ no credit during registration or during change of schedule period. The credit/ no credit option is distinct from courses graded on a satisfactory/ unsatisfactory (S or U) basis (see S or U grading).

Credits from Extension, Workshops and Correspondence Activity

Not more than a combined maximum of 8 credits of workshop courses (591s) may be applied toward a master's degree. Courses numbered 491 are not applicable to master's degree credit.

Credits earned in correspondence courses are not applicable to any master's degree.

Academic Policies

Scholastic Standards

Any graduate student in a master's program whose cumulative grade point average falls below 3.0 at the end of any quarter will be placed on academic probation for the next academic quarter. While on probation, a student may not hold a graduate assistantship. If, after one quarter of probation, the student fails to raise her or his cumulative grade point average to 3.0 or above, the student will be dropped from the university. Students may not receive a master's degree from Central if their cumulative grade point average is below 3.0.

The cumulative grade point average is calculated using all courses taken after admission into a graduate program, whether part of the approved course of study or not. Grades for all courses included on the course of study must average at least 3.0 (B). Credit will not be accepted for courses on the course of study in which a grade lower than "C" is earned.

Student Study Load

The normal course load for graduate students not holding a graduate assistantship is 10-16 credits per quarter, 10-14 for those with assistantships. Graduate assistants taking over 14 credits must have approval from the Office of Graduate Studies and Research. For a graduate student not holding an assistantship, a study load of 17-19 credits may be approved by the chair or graduate coordinator of the department of the student's specialization. Loads above 19 credits are not normally permitted. Exceptions may be made only by the dean of Graduate Studies and Research.

Maximum Time Limit to Degree Completion

No credit earned more than six years before the date of the master's degree award may be counted as part of the degree credit requirement except as may be approved by formal action by the dean of Graduate Studies and Research. This includes applicable work transferred from other institutions.

Master's degree students are expected to complete all requirements for the master's degree within six years from the date of first enrollment. Students seeking to interrupt their studies may do so with the approval of the chair or graduate coordinator of the home department, but must pay a non-refundable fee for registration as an on-leave student. This fee covers four successive academic quarters beginning with fall quarter. While on leave, graduate students retain library privileges. If a degree program is not completed during the six year period from the quarter for which a student was admitted, the student must reapply to the university. If readmitted, only those credits graded B or better and completed no more than six years from the date of the student's program completion may be counted toward the degree.

Continuous Registration

All master's degree students, including students in attendance only during summer quarter, must satisfy the continuous registration requirement each fall quarter or summer to maintain active status. Students whose master's program runs throughout the academic year will be assessed this fee every fall quarter. Students whose program meets primarily in the summer months will be assessed the on-leave fee at the beginning of summer quarter. A master's degree student may register as a full-time, part-time, or as an on-leave student to satisfy the requirement. Students desiring on-leave status are required to pay a \$40 fee each fall quarter. Failure to maintain continuous registration will be taken by the university to signify the

student's resignation from the program. Students who resign and later wish to resume study toward a degree must reapply for admission and complete all steps outlined for master's admission. Readmission cannot be guaranteed.

Graduate Committee

Every master's degree candidate must have a graduate committee of at least three members. Interdisciplinary membership is strongly recommended. In some departments, a student may choose her/ his committee in consultation with an advisor; in others, the chair or graduate coordinator assigns graduate committees. In either case, the graduate student is expected to work with the department chair or graduate coordinator in forming her/ his committee. The student must submit a Graduate Committee and Option Approval Form to the graduate office. If approved, the committee becomes the student's official advisory committee. The thesis or non-thesis project advisor is the student's graduate committee chair and generally is a faculty member in the department of specialization.

Only a regular member of the graduate faculty may serve as chair of a graduate committee. Adjunct faculty may serve as committee members with the approval of the dean of Graduate Studies and Research.

Under unusual circumstances, and with the written recommendation of a graduate student's home department or program and the approval of the dean of Graduate Studies and Research, an associate member of the graduate faculty may serve as co-chair of a student's graduate committee. The associate member will serve as co-chair along with a regular member of the graduate faculty. The minimum number of members needed for a graduate committee will remain at three.

The Graduate Faculty

At CWU, graduate professors are teachers and mentors, as well as active researchers and artists. They blend instructional and research activities and in so doing afford our graduate students the benefit of state-of-the-art research and creative experience with personalized instruction.

Course of Study

All candidates must complete at least 45 credits (some programs require more credits) as outlined in an official course of study, endorsed by the department chair or graduate coordinator and the committee chair and filed with and approved by the Office of Graduate Studies and Research. The credit on the course of study must be separate and distinct from credit applied toward any other degree. Course of study forms are available in the graduate office, Barge Hall, room 305.

The course of study should be filed before a graduate student has completed 25 quarter credits leading to the master's degree; however, it may be required prior to that for financial aid purposes. No more than 15 quarter credits completed at CWU before the quarter of formal admission will be accepted on the official course of study for the master's degree, although the department and the graduate office reserve the right to limit the use of such credit, or not count it at all. Graduate students are urged to discuss the counting of such credit as soon after being admitted as possible. An approved course of study must be on file with the graduate office before the graduate committee and an Option Approval form will be considered for approval.

The official course of study reflects the credit required to meet requirements for the master's degree. Unless revisions are approved by the department chair or graduate coordinator and the dean of Graduate Studies and Research, the student must complete satisfactorily or be currently enrolled for all credit specified before advancement to candidacy or before the degree award will be processed. Each graduate student, as part of degree requirements must complete a thesis, project and/ or comprehensive examination (see below for information about culminating projects).

The student's graduate advisor or committee chair, in consultation with the department chair and/ or graduate coordinator, works with the student in designing a program of study. Once agreed upon, the student prepares an official course of study form obtained from the graduate office, which is then endorsed by the department chair or graduate coordinator, along with the student's committee chair. Upon receipt in the graduate office, each course of study is reviewed to ensure that it meets the minimum requirements of the institution.

Individual Studies Programs

Individual studies degree programs are intended to allow highly motivated students to pursue an interdisciplinary course of study combining coursework from more than one discipline, where no such formal master's degree program is in place. Individual studies program proposals must show academic rigor, be programmatically coherent, and intellectually sound. Final approval of such programs resides with the dean of Graduate Studies and Research.

Prospective applicants seeking to pursue an individual studies degree must contact the dean of Graduate Studies and Research to discuss the feasibilities of the desired program.

Credits Required

A graduate student must complete at least 45 quarter credits (some programs require more credits) in the 400, 500, and above credit level groups. At least 25 of the total required credits for the degree must be numbered 501 or above.

Some departments restrict the number of credits below the 500 level. Please consult the departmental listings in this catalog for specific additional credit level requirements.

At least 30 credits appearing on the course of study for the master's degree must be on a graded scale (not S or U). Credit/ no credit courses will not be counted toward a master's degree at CWU.

Culminating Experience

All students pursuing the master's degree must demonstrate their ability to communicate effectively in writing by satisfactorily completing one or more of the following: (a) a thesis; (b) a written report of a field study, internship, or creative project; and/ or (c) a comprehensive written examination. In programs allowing the option, the student's graduate committee in the area of specialization will decide with the student whether to carry out (a), (b), and/ or (c) above. A prospectus of the thesis, field study, internship, or creative project must be approved by the student's committee before work begins. The report on the thesis, field study, internship, or creative project must conform to standards described in thesis regulations which are available in the Office of Graduate Studies and Research.

Thesis

A thesis is a written study prepared by the student that demonstrates her or his ability to conduct original, independent research. The thesis topic must be approved in its preliminary stages by the student's graduate committee, the chair of the department of specialization or graduate coordinator, and the dean of Graduate Studies and Research. A form for certifying thesis completion is available in the Office of Graduate Studies and Research.

The thesis must be prepared according to standards of format, style, typeface, and paper quality, as outlined in thesis regulations available at the Office of Graduate Studies and Research. The graduate student is expected to work closely with the thesis advisor and thesis committee in the conception, design, and execution of the thesis. Working with the thesis committee chair, a graduate student will submit copies of the thesis to the committee at least two full weeks in advance of the final examination. Draft copy must be provided with sufficient lead-time to allow faculty to review and critique it. It is very important that the student maintain close contact with committee members during thesis preparation. At the appointed time, the student will defend her or his work before the committee. The thesis defense grade will be assigned as either satisfactory or unsatisfactory. Jointly written theses are not permitted.

Approval of a thesis is a two-stage process. First, if successfully defended, it must receive the written approval of all committee members. Second, it must be reviewed and approved by the graduate office. If approved by the thesis committee, a thesis approval page and the thesis grade report should be signed by all members of the committee after required corrections, if any, are made. Once the graduate student has prepared the thesis in the format required by the graduate office, and has double checked to ensure that all style and format rules have been observed, he or she should submit the thesis for review to the office.

The thesis must include an abstract (150 words or less) described in thesis regulations available in the Office of Graduate Studies and Research. Three original copies of the completed approved thesis, with pages in proper order, must be submitted to the graduate office and accepted for binding before the student will be cleared for graduation.

The graduate office and the student share in the cost of binding the thesis. Each student pays a binding fee that helps defray the cost of binding the original and two copies of the thesis. Thesis binding fees are \$75 for three copies. Two copies are deposited in the library and one copy is given to the student. Students not wishing to retain a copy for themselves should submit the original copy plus one other in accordance with the above instructions. He or she will be assessed \$50 in binding fees.

Graduate students whose research involves human subjects or vertebrate animals may not commence research without first obtaining clearance to do so from the appropriate institutional review board. (See Institutional Review Board or Animal Care and Use Committee below.)

Institutional Review Board Approval

Central is concerned that no research conducted at this institution by its faculty or its students expose people who participate as subjects to unreasonable risk to their health, general well-being, or privacy. Therefore, all CWU-affiliated research, including student research projects which involve human subjects, must be reviewed by the university's Human Subjects Review Committee (HSRC), CWU's institutional review board for the protection of human subjects. Students apply for HSRC review by filling out an application form, which can be obtained online at www.cwu.edu/~hsrc or from the HSRC office. Early contact with the human protections administrator is recommended. No research can be initiated prior to formal approval.

Animal Care and Use Committee

Graduate students whose research involves vertebrate animal subjects may not commence research without first obtaining

clearance from the Animal Care and Use Committee. Forms for applying for review may be obtained in the Office of Graduate Studies and Research or online at www.cwu.edu/~masters.

Project

Several departments allow a student to complete a project rather than a thesis. This is done in instances where the faculty and student determine that a special project, rather than a master's thesis, will strengthen the student's learning experience. Typically, projects are completed in professional programs.

Exam

Some departments allow a student to complete a written exam rather than a thesis or project. Please see individual program information.

Completing Degree Requirements

Final Folder Evaluation

All graduate students must contact the Office of Graduate Studies and Research for a final review of their file no later than the first week of their anticipated final quarter as soon as they have registered. At this evaluation, candidacy requirements, grade point average, course of study completion, and examination scheduling will be processed. Advancement to candidacy and final examination scheduling will not be permitted except during the final quarter.

Final Examination

After the student has registered and been cleared to proceed toward completion through a folder check by the graduate office, he or she must pass oral and/or written examinations covering courses, seminars and thesis, or such other examination as necessary to complete degree requirements. A permission form authorizing the final examination will be issued by the graduate office after a final evaluation of the student's course of study has been completed and once the student has met the final quarter enrollment requirements.

At least two weeks prior to the final examination, four (4) copies of a "brief" must be submitted to the Office of Graduate Studies and Research. A sample brief is included in the thesis/ non-thesis guidelines available at the graduate office or online at the graduate studies webpage, www.cwu.edu/~masters. Copies will be distributed to the student's graduate faculty committee prior to the examination. One copy will remain in the student's file.

For the final examination, an outside representative of the graduate faculty will routinely be assigned by the Office of Graduate Studies and Research.

Final Quarter Enrollment Requirement

A student admitted to a master's degree program must be registered for a minimum of two (2) credits at the university during the quarter the master's degree is conferred. Enrollment for this purpose should be completed during the usual early registration or regular registration periods to ensure degree conferral if requirements are met.

The permit for scheduling the final examination, approved by the committee, must be filed in the Office of Graduate Studies and Research at least three weeks in advance of the examination. The final examination must be scheduled between the hours of 7 a.m. and 6 p.m., Monday through Friday, when the university is in session (not between quarters). Final examinations are conducted by the candidate's committee and are open to the faculty. The committee alone shall decide upon the merit of the candidate's performance. Final assessment of the examination will be reported on a satisfactory/ unsatisfactory basis. The candidate shall pass the examination if two-thirds of the official graduate faculty committee members so indicate. In the event of an unsatisfactory final examination, a second examination may be scheduled upon the endorsement of the major department chair and with the approval of the dean of Graduate Studies and Research for the subsequent quarter with at least two months intervening.

All degree requirements must be completed within the same or next quarter from the exam date. Failure to complete remaining requirements by the end of the next quarter will result in requiring the final examination to be retaken.

A student whose name has been placed on the degree list for a particular quarter but who does not complete the requirements for degree conferral by the published deadline (two weeks before the last day of finals) and who does complete all the requirements by the last day of that quarter, will receive the degree the following quarter without further registration.

Advancement to Candidacy

A student becomes eligible for advancement to candidacy for a master's degree upon fulfillment of the following requirements:

1. Completion of the course requirements as set forth in the course of study;
2. Completion of the thesis, project or exam where appropriate;

3. Attainment of a cumulative grade point average of 3.0 (B) or better for all courses taken since admission to the graduate program and all work included in the course of study;
4. Completion of additional departmental requirements, e.g., proficiency in a foreign language;
5. Fulfillment of the statute of time limitation (six years) requirement; and
6. Passing of an oral and/ or written examination covering courses, seminars, and thesis, or other examinations deemed necessary by the major department.

Graduation

Application for a master's degree must be submitted to the Office of Graduate Studies and Research by the stated quarterly deadline. (The application is generated by the graduate office.) The application will not be completed without payment of binding and degree fees. The fee for the master's degree is \$14 plus a \$1 student benefit fee. The application is for a specific quarter of degree conferral. If requirements are not met, the student must reapply and pay the fees for degree conferral in a subsequent quarter.

Candidates for the master's degree are encouraged to participate in the commencement exercises following the completion of degree requirements. See the academic calendar in the front of this catalog for deadline dates to arrange for regalia.

Second Master's Degrees

Students seeking a second master's degree must be admitted to the second program in accordance with admission regulations and must complete an approved course of study (of at least 45 credits) distinct from the courses offered for the first master's degree.

Graduate Certificate Programs

In addition to the degree programs outlined above, the following graduate certificate programs are offered at the university.

Continuing Principal's Certificate

Continuing Program Administrator

Educational Staff Associate Certificate:

- School Counselor
- School Psychologist

Endorsement-only Program

Fifth Year of Study for Continuing or Professional Certificate

Renewal of Residency Certificate

Residency Program Administrator

Application forms and further information can be obtained from the office of the associate dean of the College of Education and Professional Studies located in Black Hall, room 228. The Certification Office is open daily, Monday through Friday, from 8 a.m. to 5 p.m. General inquiries and information regarding the fifth-year program and teacher certification should be addressed to the certification director. The telephone number is 509-963-2661.

Renewal of the Residency Teaching Certificate

The residency teaching certificate is valid for five years from the date of issuance and may be renewed once for a two-year period when the following requirements are met:

1. The individual completes a residency certificate renewal application, which may be secured from the office of the associate dean of the College of Education and Professional Studies.
2. The individual has completed all coursework requirements for the continuing certificate or has completed at least 15 quarter hours of coursework since last certificate was issued.

Continuing Certificate

Candidates for the continuing certificate must meet the following requirements:

1. Have a valid residency teaching certificate
2. Verify at least one year of full time teaching experience
3. Complete 45 credits of upper-division (300 level or higher) coursework, including courses in abuse, staff development and supervision, research and evaluation, and referral agencies.

To maintain the continuing certificate, each person must complete 150 clock hours of approved in-service education and/ or 15 college or university credits every five years.

Professional Certificate

In addition to meeting requirements for the residency teaching certificate, candidates for the professional certificate must meet the following:

1. Completion of provisional status employment in a public or an approved private school defined as two years contracted teaching in the same district

2. Completion of an approved performance-based college/ university professional certificate program. Please contact the office of the associate dean, College of Education and Professional Studies for application and information
3. Completion of coursework in issues of abuse.

To maintain the professional teaching certificate, an individual must complete 150 clock hours of in-service training every five years. Some of the clock hours must relate to one of the six state salary criteria and some must relate to one of the three standards for the professional teaching certificate.

Endorsement-Only Program

CWU's Endorsement-only Program is available to certified teachers who hold the Washington State residency, or continuing teaching certificate and who wish to add a teaching endorsement to their certificate. Teachers interested in obtaining an endorsement from CWU should submit an application (available online at www.cwu.edu/~cert) and official transcripts. A credit evaluation of the applicant's records will be completed by the Certification Office, routed to the endorsing department for approval, and then forwarded to the applicant.

School Administration Certificates

Central has been authorized by the State Board of Education to recommend issuance of residency and continuing principal's certificates valid for service as vice principal, assistant principal or principal of elementary, middle, junior high, and/ or high schools. The university is also authorized to recommend issuance of the program administrator certificate as director of instructional leadership or special education. These programs of preparation include formal study and internship experiences. (See Master of Education, Administration, Special Education, or Instructional Leadership.)

Requirements for the residency certificate include:

1. Possession of a valid teacher or educational staff associate (whichever is appropriate) certificate
2. Completion of the master's degree
3. If the master's degree is already earned from an accredited institution, please check with the school administration program director regarding program requirements
4. Three years of successful, contracted teaching experience in a state-approved K-12 setting is required
5. One academic year as an administrative intern at the level for which certification is being sought.

Requirements for the continuing certificate include:

1. Three years of full-time experience as a practicing administrator (for continuing principal certificate, experience must be as principal, vice principal or assistant principal)
2. Completed all requirements for residency certificate.

Persons seeking further information are invited to correspond with the school administration program director in the education department.

Special Certificates

Preparation for special certificates, authorized by the State Board of Education, is available at Central. Programs leading to the educational staff associate certificate are available in school counseling and school psychology.

Programs leading to certification in specific vocational areas are available in business education, marketing education, diversified occupation, family and consumer sciences, and trade and industrial (including health occupations and technical education.) For information regarding these programs, please contact the specific departments.

Applications for the school counselor or school psychologist ESA certificate can be obtained from the psychology department and are processed through the office of the associate dean of the College of Education and Professional Studies.

Those interested in other special certificates should contact the Washington State Director of Certification, Office of the Superintendent of Public Instruction, Old Capital Building, P.O. Box 47200, Olympia, WA 98504-7200.

Master's Degree and Certification

Please note that a graduate student enrolled in a master's degree program does not necessarily satisfy all certification requirements by completing the master's degree. Students pursuing master's degrees in combination with certificate programs should maintain contact with the department of their specialization and with the office of the director of certification to ensure that all requirements are met.

Accounting Department

College of Business
Ellensburg (E)
Shaw-Smyser Hall, room 327
CWU-Des Moines (D)
CWU-Lynnwood (L)
509-963-3340
Fax: 509-963-2875

www.cwu.edu/accounting

See the website for how this program may be used for educational and career purposes.

Faculty and Staff

Chair

Marvin Bouillon, PhD, (E)
Shaw-Smyser Hall, room 340

Director, MPA Program

Ronald R. Tidd, PhD, CPA (E)

Professors

Marvin Bouillon, PhD, CPA (E)
Norman J. Gierlasinski, DBA, CPA, CFE, CIA (D)
Gary W. Heesacker, MBA, CPA (E)
Robert E. Holtfreter, PhD (E)
Karen D. Martinis, MBA, CPA (E)
Ronald R. Tidd, PhD, CPA (E)

Associate Professors

MaryAnne Atkinson, PhD (L)
Linda Larson, DBA, CPA, CIA, CISA, CFE (L)
Michael Ruble, PhD, CPA (L)
James Thompson, PhD (D)

Assistant Professors

William Bailey, JD, LL.M., CPA (L)
Scott Leong, PhD (D)
Ke Zhong, PhD (D)

Staff

Sharon Damm, secretary

Master of Professional Accountancy

Overview

The Department of Accounting offers a master of professional accountancy degree. The program's objective is to help students increase their knowledge about accounting and business, while developing skills in critical thinking, oral and written communications, teamwork, and the use of information technology to research and analyze accounting and business issues. MPA graduates will be able to identify and resolve such issues in a manner that complies with professional standards.

Admission Requirements

In addition to general regulations for admission to master's programs, admission to the master of Professional Accountancy Program requires the following:

1. Meet one of the following five degree requirements:
 - a. Bachelor's degree in accounting from an accredited U. S. university; or
 - b. Bachelor's degree in accounting from an accredited international university may be provisionally accepted. Full acceptance will be granted upon completion of the U.S. tax and business law courses listed below, with a 2.7 grade point average.

ACCT 346, Income Tax Accounting
BUS 241, Legal Environment of Business

c. Bachelor's degree in business administration from an accredited university may be provisionally accepted. Full acceptance for provisionally accepted students shall result upon completion of the core accounting courses listed below with a 2.7 grade point average.

ACCT 305, Cost Accounting
ACCT 346, Income Tax Accounting I
ACCT 350, Intermediate Accounting I
ACCT 351, Intermediate Accounting II
ACCT 460 Auditing

d. Bachelor's degree in managerial/ business economics from an accredited university may be provisionally accepted. Full acceptance for provisionally accepted students shall result upon completion of the core business and accounting courses listed below with a 2.7 grade point average.

ACCT 305, Cost Accounting
ACCT 346, Income Tax Accounting I
ACCT 350, Intermediate Accounting I
ACCT 351, Intermediate Accounting II
ACCT 460, Auditing
BUS 241, Legal Environment of Business
MGT 489, Strategic Management

e. Bachelor's degree from an accredited university in an area other than accounting, business administration, or managerial/ business economics may be provisionally accepted. Full acceptance for provisionally accepted students will result upon completion of the following core business courses with a 3.0 grade point average and the core accounting courses with a 2.7 grade point average.

ACCT 251, Accounting I
ACCT 252, Accounting II
ACCT 305, Cost Accounting
ACCT 346, Income Tax Accounting I
ACCT 350, Intermediate Accounting I
ACCT 351, Intermediate
Accounting II
ACCT 455 Accounting Information Systems
OR
MIS 386 Management Information Systems
ACCT 460, Auditing
BUS 221, Introductory Business Statistics
BUS 241, Legal Environment of Business
ECON 201, Principles of Economics Micro
ECON 202, Principles of Economics Macro
FIN 370, Introduction of Financial Management
MGT 382, Principles of Management
MGT 489, Strategic Management
MKT 362, Essential Marketing Concepts

2. Applicants are required to submit a Test of English as a Foreign Language (TOEFL) Internet-based score of 79 or above or paper-based score of 550 or above or an International English Language Testing System (IELTS) score of 6.5 or above, if their native language is not English. Students wishing to have credits from non-United States institutions considered for transfer into the College of Business for any major or minor must have their transcripts evaluated through outside credential evaluators approved by the National Association of State Boards of Accountancy (NASBA), such as Education Credential Evaluations, Inc. (ECE), Foreign Academic Credentials Services (FACS), Global Services Associates (GSA), or World Education Services, Inc.

3. Applicants must submit Graduate Management Admission Test (GMAT) scores instead of Graduate Record Examination (GRE) scores. (At the program director's discretion, this requirement can be waived for applicants who request the waiver and have an undergraduate accounting degree from CWU and a GPA of 3.25 or higher in upper-division accounting courses). A minimum GMAT total score of 500 is desired for admission into the MPA Program. Admission to the program will be competitive based mainly on grade-point average and scores on the Graduate Management Admission Test (GMAT) using the following formula:

(Grade point average on a 4.0 scale X 200) = 800 points possible
 +(GMAT) = 800 points possible
 Total Score = 1,600 points possible

The factor will be used for the initial ranking of candidates for admission consideration. In addition to the factor rankings, the department may use other considerations to develop the final admissions list. Due to space considerations, a separate admissions list will be developed for each location. Students will be accepted into the program at a specific location and will be allowed to take classes only at that location. Students may not transfer to other locations without the permission of the department chair.

Professional Accountancy, MPA

Program Requirements

To graduate with the MPA degree, the Office of Graduate Studies and Research requires a cumulative grade-point average of at least 3.0 in the courses listed in the student's course of study. In addition, the student must successfully pass the comprehensive exam (ACCT 700) in the last quarter of coursework and comply with the procedural requirements of the university and the Office of Graduate Studies and Research. MPA students should register for the Uniform CPA Examination during the fall quarter and attempt to take three sections of the examination and schedule the fourth section before graduation.

No more than five elective credit hours may be transferred toward meeting the requirements of the MPA program. Subject to the approval of the department chair and the college dean or designee, those credits can be earned in other accredited graduate programs.

Required Courses

- ACCT 510 - Information Systems Security, Control, and Audit **Credits:** (5)
- ACCT 520 - Tax and Legal Strategies for Business **Credits:** (5)
- ACCT 570 - Foundations of Income Taxation **Credits:** (5)
- ACCT 581 - Seminar in Financial Accounting **Credits:** (5)
- ACCT 583 - Seminar Auditing **Credits:** (5)
- ACCT 585 - Seminar in Professional Accountancy and Ethics **Credits:** (5)
- ACCT 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1)
- ECON 552 - Managerial Economics and Business Strategy **Credits:** (5)
- FIN 570 - Advanced Financial Management **Credits:** (5)
- MGT 525 - Strategic Management/ Business Simulation **Credits:** (5)

Program Total Credits: 46

Accounting Courses

ACCT 505. Controllership (5). Use of case analysis and other techniques to develop managerial accounting analysis and decision-making skills. Study of financial management, planning, and measurement. Prerequisite: admission to the Master of Professional Accountancy Program.
ACCT 510. Information Systems Security, Control, and Audit (5). Study of techniques and issues in the design, control, and audit of accounting information systems. Use of various methods to develop critical thinking and analysis and communication skills. Prerequisite: admission to the Master of Professional Accountancy Program.

ACCT 520. Tax and Legal Strategies for Business (5). Case studies in business law and taxation. Improvement of business law and taxation knowledge and skills with emphasis on (1) legal issue considerations, (2) choice of entity, and (3) entity dissolution. Prerequisite: ACCT 570 and admittance to the Master of Professional Accountancy Program.
ACCT 561. Fraud Examination (5). Detection and prevention of financial statement fraud and other forms of business fraud. ACCT 461 and ACCT 561 are equivalent courses; students may not receive credit for both. Prerequisite: admission to the Master of Professional Accountancy Program. By permission.

ACCT 565. Current Issues in Information Technologies (5). Current issues in information technologies and their relevance for accounting professionals. Prerequisite: admission to the Master of Professional Accountancy Program.
ACCT 570. Foundations of Income Taxation (5). Introduction to income taxation of corporations, partnerships, individuals, and estates and trusts, with emphasis on tax compliance, planning, and computer-based tax research. Prerequisite: Admission to the Master of Professional Accountancy Program.
ACCT 581. Seminar in Financial Accounting (5). Use of case analysis and other techniques to develop financial accounting analysis and

decision-making skills. Study of FASB Accounting Standards Codification. Prerequisite: admission to the Master of Professional Accountancy Program. **ACCT 583. Seminar Auditing** (5). Use of case analysis and other techniques to develop auditing analysis and decision-making skills. Study of AICPA Professional Standards. Prerequisite: admission to the Master of Professional Accountancy Program. By permission.

ACCT 585. Seminar in Professional Accountancy and Ethics (5). Uses case analysis and other techniques to develop professional analysis, decision-making, and ethics skills. Study of AICPA Professional Standards. Prerequisite: admission to the Master of Professional Accountancy Program.

ACCT 590. Cooperative Education (1-5). An individualized, contracted field experience with business, industry, government, or social service agencies. The contractual arrangement involves a student learning plan, cooperating

employer supervision, and faculty coordination. Prerequisite: admission to the Master of Professional Accountancy Program. By permission. May be repeated up to 5 credits. Grade will either be S or U.

ACCT 596. Individual Study (1-6). Prerequisite: admission to Master of Professional Accountancy Program. May be repeated for credit. Grade will either be S or U.

ACCT 598. Special Topics (1-6). May be repeated for credit.

ACCT 700. Master's Thesis, Project Study, and/or Examination (1). Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/ or examination. Prerequisite: admission to the Master of Professional Accountancy Program. May be repeated for credit. Grade will either be S or U.

Economics Course

ECON 552. Managerial Economics and Business Strategy (5). Application of microeconomic theories to managerial decisions and planning under various market

structures. Prerequisite: admission to the Master of Professional Accountancy plan prior to enrolling in this course.

Finance and Supply Chain Management Course

FIN 570. Advanced Financial Management (5). An in-depth and rigorous review of the theory and empirical evidence related to the investment and financing policies of the firm, including, financial evaluations, capital management, financial decisions, and risk analysis through lectures and cases. Prerequisite: admission to the Master of Professional Accountancy Program.

Management Course

MGT 525. Strategic Management/Business Simulation

(5). Developing accountants as business advisers. Performance measurement, financing, and overall corporate strategy. Business simulation involving professionals. Prerequisite: admission to the Master of Professional Accountancy Program.

Advanced Programs Department

College of Education and Professional Studies
Ellensburg

Black Hall, room 214-25

509-963-1751

Fax: 509-963-1424

www.cwu.edu/advanced-programs

See the Web site for how these programs could be used for educational and career purposes.

Faculty and Staff

Chair

Henry Williams, EdD

Professors

Henry Williams, EdD

James Pappas, EdD

Associate Professors

Marwin Britto, PhD

Andrea Sledge, PhD

Assistant Professor

Dennis Szal, EdD

Lecturer

Leona Lindvig, MEd, library media

Staff

Stephanie Harris, secretary senior

Department Information and Requirements

Programs included in the Department of Advanced Programs are masters and certification of education administration, administrative certifications in education, library media endorsement and professional certification in school administrator and teaching.

The master of education school administration or master of education an instructional leadership degree programs prepare teachers for the residency principal's certificate or program administrator's certificate. A student shall complete 45 credits (school administrator or instructional leadership) in an approved course of study to be developed in consultation with the graduate advisor. There are also certificate programs available.

The Library Media Program qualifies students to become library media specialists for K-12 schools in Washington. A student shall complete 27 credits of required courses. Candidates must take and pass the WEST-E in library media prior to receiving endorsement.

Professional certification school administrator is for education administrators to renew their residency Principal or Instructional Leader/ Program Administrator certificates (OSPI requirement). Professional Certification Teacher is for teachers who wish to improve their classroom techniques and explore personal growth opportunities (OSPI requirement).

Program Admission Requirements

In addition to general requirements for admission into the master's program, students desiring admission to the Department of Advanced Programs in Education must meet departmental requirements. Members of the appropriate program will review the student's application materials from the Office of Admissions and, if deemed necessary, may meet with the student before a recommendation for admission can be made.

Required Educational

Foundations and Research Courses

EDF 510 is required of all students earning the MEd degree. The candidate further must choose at least three credits from the following: EDF 501, Educational Foundations; EDF 502, History of Education; EDF 503, Philosophy of Education; or EDF 504, Educational Measurement for Teachers. Related courses may be substituted with permission of the student's graduate advisor or committee chair, the chair of the department, and the dean of Graduate Studies and Research.

Administrative Certificates in Education

The Administrative Certification Program (ACP) qualifies students upon successful completion for their residency principal certificate or program administrator certificate in instructional leadership or in special education.

Administrator Pro-Cert

Pro-Cert is designed as a performance- and evidence-based process in which administrators are engaged in an appropriate administrative role to effectively demonstrate their practice at a professional level. Students, upon successful completion, receive their administrator professional certificate.

Required Courses

- EDAD 570 - Administrator Pro-Cert Seminar **Credits:** (2-6)
- EDAD 570 - Entry Seminar Phase I (2)
- EDAD 570 - Professional Growth Plan Phase II (2)
- EDAD 570 - Panel Presentation Phase III (2)

Total Credits: 6

Library Media-All Levels

This program is to qualify students to become Library Media Specialists for K-12 schools in Washington State. This is an intensive, eight-week, cohort program taught over two summers (four weeks the first summer, four weeks the second summer) with a nine-month practicum to take place between the first and second summers.

Required Courses

- EDLM 514 - Technology Tools for the Library **Credits:** (3)
- EDLM 516 - Application of Technology Resources **Credits:** (3)
- EDLM 526 - Instructional Methods in the Library **Credits:** (3)
- EDLM 536 - Survey of Children's and Young Adult Literature **Credits:** (3)

- EDLM 548 - Collection Development/ Library Media **Credits:** (3)
- EDLM 558 - Cataloging and Classification for Library Media **Credits:** (3)
- EDLM 568 - Research and Information Fluency **Credits:** (3)
- EDLM 578 - Administration of Library Media Programs **Credits:** (3)
- EDCS 596 - Individual Study **Credits:** (1-6)

Must be taken for 3 credits.

Total Credits: 27

Residency Principal's Certificate

This certification program is available to individuals who already possess a master's degree or who are currently working on a MEd in school administration. Three years of successful, contracted teaching experience in a K-12 educational setting within the most recent five years is required before admission to the program is granted. Contact the Department of Advanced Programs for details and admission information.

Students will not be allowed to register for EDAD courses until they have been fully admitted to either the master's degree program or the administrator certificate program. See your advisor if you have completed recent graduate coursework in Intercultural Education (i.e., EDF 507).

Required Courses

- EDAD 577 - Diversity Leadership **Credits:** (3)
- EDAD 579 - School Personnel **Credits:** (4)
- EDAD 580 - Educational Administration **Credits:** (4)
- EDAD 581 - Public School Finance **Credits:** (4)
- EDAD 582 - School Curriculum **Credits:** (4)
- EDAD 583 - School and Community **Credits:** (4)
- EDAD 584 - School Supervision **Credits:** (4)
- EDAD 586 - The Principalship **Credits:** (4)
- EDAD 589 - School Law **Credits:** (4)
- EDAD 692 - Pre-autumn Internship **Credits:** (3)
- EDAD 693 - Intern School Administration **Credits:** (3-9)

Total Credits: 47

Residency Program Administrator Certificate (Instructional Leadership)

This Certification Program is available to individuals who already possess a master's degree or who are currently working on a MEd in instructional leadership. Three years of successful, contracted teaching experience in a K-12 educational setting within the most recent five years is required before admission to the program is granted. Contact the Department of Advanced Programs for details and admission information.

Students will not be allowed to register for EDAD courses until they have been fully admitted to either the master's degree program or the Administrator Certificate Program. See your advisor if you have completed recent graduate coursework in Intercultural Education (i.e., EDF 507).

Required Courses

Additional courses may be required (e.g., special education and/ or multicultural education) depending upon the background and experience of individual students.

- EDAD 577 - Diversity Leadership **Credits:** (3)
- EDAD 580 - Educational Administration **Credits:** (4)
- EDAD 581 - Public School Finance **Credits:** (4)
- EDAD 582 - School Curriculum **Credits:** (4)
- EDAD 583 - School and Community **Credits:** (4)
- EDAD 584 - School Supervision **Credits:** (4)
- EDAD 589 - School Law **Credits:** (4)
- EDAD 692 - Pre-autumn Internship **Credits:** (3)
- EDAD 694 - Internship in Improvement of Instruction and Curriculum Development **Credits:** (3-9)

Department-approved electives: Credits 3

Total Credits: 42

Residency Program Administrator Certificate (Special Education)

This certification program is available to individuals who already possess a master's degree or who are currently working on a MEd in special education or related field. Three years of successful, contracted teaching experience in a K-12 educational setting within the most recent five years is required before admission to the program is granted. Contact the Department of Advanced Programs for details and admission information.

Students will not be allowed to register for EDAD courses until they have been fully admitted to either the master's degree program or the Administrator Certificate Program. See your advisor if you have completed recent graduate coursework in intercultural education (i.e., EDF 507).

Required Courses

- EDAD 577 - Diversity Leadership **Credits:** (3)
- EDAD 580 - Educational Administration **Credits:** (4)
- EDAD 581 - Public School Finance **Credits:** (4)
- EDAD 584 - School Supervision **Credits:** (4)
- EDAD 692 - Pre-autumn Internship **Credits:** (3)
- EDAD 694 - Internship in Improvement of Instruction and Curriculum Development **Credits:** (3-9)
- EDSE 512 - Educational Rights of Individuals with Disabilities **Credits:** (3)
- EDSE 585 - Administration and Supervision of Programs for Individuals with Disabilities **Credits:** (3)

Total Credits: 33

Master of Education: Instructional Leadership

The Master of Education Instructional Leadership Program prepares teachers for the residency program administrator certificate. A student shall complete 40 credits in an approved course of study to be developed in consultation with the graduate advisor. This program does not automatically qualify the student for the residency program administrator certificate, which requires that an applicant complete an application, be accepted to the Administrator Certification Program, and complete the required coursework in addition to a 12-credit, year-long internship. The MEd Instructional Leadership Program prepares individuals who can provide appropriate leadership and direction to the school professional staff and to the community by developing and implementing unified instructional programs in the district.

Admission Requirements:

One year of successful, contracted teaching experience in a K-12 classroom setting; minimum GPA 3.0; full admission to CWU; statement of objectives; three references, one must be from your current principal; transcripts from all institutions attended. Note: Completion of the master's degree does not automatically allow you to achieve the administrator's certificate.

Students will not be allowed to register for EDAD courses until they have been fully admitted to either the master's degree program or the Administrator Certificate Program. See your advisor if you have completed recent graduate coursework in intercultural education (i.e., EDF 507).

Required Courses

- Educational Foundations and Research Courses (to include EDF 507) Credits: (7)
- EDAD 577 - Diversity Leadership **Credits:** (3)
- EDAD 580 - Educational Administration **Credits:** (4)
- EDAD 581 - Public School Finance **Credits:** (4)
- EDAD 582 - School Curriculum **Credits:** (4)
- EDAD 583 - School and Community **Credits:** (4)
- EDAD 584 - School Supervision **Credits:** (4)
- EDAD 589 - School Law **Credits:** (4)
- EDAD 700 - Thesis/ Project Study/ Exam **Credits:** (1-3)

Department-approved electives - Credits: 8

Total Credits: 45

Master of Education: School Administration

The Master of Education School Administration Program prepares teachers for the residency principal's certificate. A student shall complete 45 credits in an approved course of study to be developed in consultation with the graduate advisor. This program does not automatically qualify the student for the residency principal's certificate, which requires that an applicant complete an application and be accepted to the Administrator Certification Program and complete the required coursework in addition to a 12-credit, year-long internship. The MEd School Administration Program prepares individuals who can provide appropriate leadership and direction to the school professional staff and to the community by developing a unified system for managing human resources; developing long-range plans, policies and goals, and; executing the policies developed by the district.

Admission Requirements:

One year of successful contracted teaching experience in a K-12 classroom setting; minimum GPA 3.0; full admission to CWU; statement of objectives; three references, one must be from your current principal; transcripts from all institutions attended.

Note: Completion of the master's degree does not automatically allow you to achieve the administrator's certificate.

Students will not be allowed to register for EDAD courses until they have been fully admitted to either the master's degree program or the Administrator Certificate Program. See your advisor if you have completed recent graduate coursework in intercultural education (i.e., EDF 507).

Required Courses

- Educational Foundations and Research courses (to include EDF 510) Credits: (7)
- EDAD 577 - Diversity Leadership **Credits:** (3)
- EDAD 579 - School Personnel **Credits:** (4)
- EDAD 580 - Educational Administration **Credits:** (4)
- EDAD 581 - Public School Finance **Credits:** (4)
- EDAD 582 - School Curriculum **Credits:** (4)
- EDAD 583 - School and Community **Credits:** (4)
- EDAD 584 - School Supervision **Credits:** (4)
- EDAD 586 - The Principalship **Credits:** (4)
- EDAD 589 - School Law **Credits:** (4)
- EDAD 700 - Thesis/ Project Study/ Exam **Credits:** (1-3)

Total Credits: 45

Master of Education: Higher Education

Faculty and Staff

Chair

Henry Williams, EdD

Professors

Henry Williams, EdD

Robert Perkins, PhD

Assistant Professors

Bob Trumpy, PhD

Teri Walker, PhD

Heidi Pellett, PhD

Dennis Szal, EdD

Director

Jesse Nelson, PhD, David Wain Coon Center Excellence in Leadership

Master of Education, Higher Education

The degree program is designed for candidates with an interest in working in administrative positions in institutions of higher education, civic organizations, non-profit organizations, national government organizations, of the social sector. Program coursework provides students with a strong grounding in leadership/ management/ organizational development with particular attention to the higher education context.

Program Requirements

Incoming candidates are expected to meet the requirement for admission to the graduate programs at Central Washington

University. To graduate with the M.Ed. in Higher Education, the Office of Graduate Studies and research requires a cumulative grade-point average of at least 3.0 in the courses listed in the student's coursework.

Course Requirements

Students will not be allowed to enroll in any of the courses until they have been admitted into the master of Higher Education Program.

Required Courses

- ADMG 485 - Managerial Communication **Credits:** (3)
- ADMG 572 - Leadership and Supervision **Credits:** (3)
- EDAD 510 - History of Higher Education **Credits:** (3)
- EDAD 515 - College Student Development **Credits:** (3)
- EDAD 517 - Organizational Dynamics **Credits:** (3)
- EDAD 518 - Program Evaluation and Assessment **Credits:** (3)
- EDAD 577 - Diversity Leadership **Credits:** (3)
- EDAD 581 - Public School Finance **Credits:** (4)
- EDAD 589 - School Law **Credits:** (4)
- EDAD 596 - Individual Study **Credits:** (1-6)
- EDAD 700 - Thesis/ Project Study/ Exam **Credits:** (1-3)
- EDF 510 - Educational Research and Development **Credits:** (4)

Advisor approved electives - Credits: (6)

Total Credits: 45

Education Administration Courses

EDAD 509. Civic Engagement (3).

Student will use program of study content knowledge to improve a community situation. UNIV 509, FCSG 509, EDAD 509, and EDCS 509 are cross-listed courses. May be repeated up to 12 credits. Grade will either be S or U.

EDAD 510. History of Higher Education (3). The primary purpose of the course is to provide an overview of the evolution of higher education in the United States.

EDAD 515. College Student Development (3). Theories of student development, and their applications in higher education student affairs programs, services, and activities. Emphasis will be placed on theories of psychosocial, cognitive, moral, environmental, and identity development (minority, traditional age, and non-traditional), as well as theories of learning.

EDAD 516. Technology Application for School Leaders (3). This course is designed to provide the student with knowledge of computer technology related to

administration, data gathering, personal productivity in administration, and organizational management.

EDAD 517. Organizational Dynamics (3). Overview of organizations as dynamic systems, emphasizing a culture of change influenced by intra-personal and interpersonal beliefs and behavior relative to ethics, leadership, motivation, communication, decision-making, problem solving, conflict resolution, and stress; impacting professional growth.

EDAD 518. Program Evaluation and Assessment (3). Overview of program evaluation planning, and how to assess programs efficiently at various higher education settings.

EDAD 570. Administrator Pro-Cert Seminar (2-6). The course provides the candidate an opportunity to engage in the process to meet the benchmarks, using self-evaluation, utilizing the Profile of Leadership Effectiveness (POLE) 360 and other data to determine administrator's positive impact on student learning. May be repeated up to 6 credits

under different subtopics. By permission. Grade will either be S or U.

EDAD 577. Diversity Leadership (3). Prepare school administrators in leadership skills in the area of diversity management across all sectors of education and society. By permission.

EDAD 578. Readings in School Leadership (1-5). Engage in reading, analyzing, reflecting, and critiquing contemporary books giving special attention to implications of the readings for educational administrators. By permission. May be repeated up to 5 credits.

EDAD 579. School Personnel (4). An examination of the functions of a Human Resource Office in an educational setting. Students will learn about recruitment, selection, placement of highly qualified teachers, administrators, and classified personnel; other essential personnel and human resources functions. Prerequisite: graduate standing.

EDAD 580. Educational Administration (4). An

examination of administrative theory, principles, concepts, and processes, and the administration of educational programs and services. Prerequisite: one year of teaching experience.

EDAD 581. Public School Finance (4). An examination of writing educational grants and contracts. Students will build budgets and become familiar with various types and use of state funds. For those students enrolled in either the MEd in administration or the administrator certification program. Prerequisite: one year of teaching experience.

EDAD 582. School Curriculum (4). Examination of school curriculum for the improvement of instructional and student learning. Prerequisites: EDAD 580 or permission of instructor.

EDAD 583. School and Community (4). An in-depth examination of the relationship between the school and community for the improvement of instruction and student learning. Prerequisite: one year of teaching experience.

EDAD 584. School Supervision (4). An examination of problems and issues in supervision. Emphasizes evolving concepts of supervision, strategies, and practices of promoting instructional change.

EDAD 586. The Principalship (4). The administration of elementary, middle, junior high, and high schools. Covers common elements and those peculiar to specific levels. Prerequisite: one year of teaching experience.

EDAD 589. School Law (4). An introduction to U.S. constitutional, legislative, and regulative school law, with particular attention to the state of Washington. Covers the legal issues of governance, church/ state relations, tort liability, personnel and student rights, rights of handicapped students, property and funding, minorities. Also covers basic legal research skills.

Prerequisites: EDAD 580 or permission of instructor.

EDAD 591. Workshop (1-6). No more than two workshops for a combined maximum of 8 credits can be applied toward a master's program.

EDAD 596. Individual Study (1-6). May be repeated for credit.

EDAD 597. Graduate Research (1-10). Individual student research under the direction of a faculty member. Maximum of 10 credits may be included on course of study for the master's degree.

EDAD 598. Special Topics (1-6). May be repeated for credit.

EDAD 599. Seminar (1-5). May be repeated for credit. Grade will either be S or U.

EDAD 692. Pre-autumn Internship (3). Emphasis on the principal's responsibilities prior to and during the opening of the school year. Permission to register only after approval of program director. Combines with EDAD 693 for 16 total credits in administrative internship. Prerequisites: EDAD 580, EDAD 586, and a minimum of three years of successful teaching experience. Grade will either be S or U.

EDAD 693. Intern School Administration (3-9). Meets the laboratory and internship requirements outlined by the State Board of Education for candidates for principal's credentials. Permission to register only after approval of program director. Credits earned in an administrative internship may not exceed a total of 12. Combines with EDAD 692 for 12 total credits in administrative internship. Prerequisites: EDAD 580, EDAD 586, and a minimum of three years of successful teaching experience. May be repeated up to 12 credits. Grade will either be S or U.

EDAD 694. Internship in Improvement of Instruction and Curriculum Development (3-9).

Meets the laboratory and internship requirements outlined by the State Board of Education for candidates for a program administrator's credential in supervision instruction and curriculum development specializations. Permission of department chair. May be repeated up to 12 credits. Grade will either be S or U.

EDAD 700. Thesis/Project Study/Exam (1-3). Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/ or examination. Prerequisites: EDF 510 and must be admitted to the master's in Administration, Initial Principal's, Program Administrator, or Master Teacher Programs. May be repeated up to 3 credits. Grade will either be S or U.

Education Library Media Courses

EDLM 514. Technology Tools for the Library (3). Provides an introduction to design and production of various instructional materials from manual to more complex computer techniques. Technology tools for the library, and storage media will be explored. Projects will be developed to explore the various technologies. EDLM 414 and EDLM 514 are layered courses; students may not receive credit for both.

EDLM 516. Application of Technology Resources (3). This course provides an introduction to technology tools, processes, and web applications that support information literacy. Web 2.0 and other collaboration tools will be explored. Projects will be developed to explore the application of these technologies. EDLM 416 and EDLM 516 are layered courses; students may not receive credit for both. Prerequisite: EDCS 316.

EDLM 526. Instructional Methods in the Library (3). Apply instructional strategies in teaching

information literacy skills and motivating students to read. Explore collaborative learning techniques which will integrate information literacy skills into the standards based curriculum. EDLM 426 and EDLM 526 are layered courses; students may not receive credit for both.

EDLM 536. Survey of Children's and Young Adult Literature (3). Considers the field of children's and young adult literature; literary genres, major literary awards, leading representative authors, historical and recent trends. Includes topics of cultural diversity and reading promotion. EDLM 436 and EDLM 536 are layered courses; students may not receive credit for both.

EDLM 548. Collection Development/Library Media (3).

Explore the methods used and the issues and solutions involved in developing a collection in a school library media center. EDLM 448 and EDLM 548 are layered courses; students may not receive credit for both.

EDLM 558. Cataloging and Classification for Library Media (3). Cataloging and classification of library media materials with an emphasis on MARC records. Includes Dewey Decimal classification system, authorized subject headings, and assigning MARC tags using original and copy cataloging of book and non-print items. EDLM 458 and EDLM 558 are layered courses; students may not receive credit for both.

EDLM 568. Research and Information Fluency (3). Reference tools, information sources, search

strategies, research models, and evaluative techniques will be explored as tools to enable students to be more information literate. EDLM 568 and EDLM 468 are layered courses; students may not receive credit for both.

EDLM 578. Administration of Library Media Programs (3). Develops competency in administering materials, equipment, and services of library media program as integral part of the school. Focus on leadership, personnel, budgets, facility planning, state and national standards in planning, evaluation and program development. EDLM 478 and EDLM 578 are layered courses; students may not receive credit for both.

Anthropology and Museum Studies Department

College of the Sciences

Ellensburg

Dean Hall, room 357

509-963-3201

Fax: 509-963-3215

www.cwu.edu/anthropology

See website for how this program may be used for educational and career purposes.

Faculty and Staff

Chair

Kathleen Barlow, PhD

Professors

John A. Alsoszatai-Petheo, PhD, biological anthropology

Tracy J. Andrews, PhD, sociocultural anthropology, ethnicity, medical and ecological anthropology, gender; Native North America

Kathleen Barlow, PhD, learning and culture, psychological anthropology, museum anthropology, art and aesthetics, regional ethnography

Anne S. Denman (emeritus), PhD, American culture, intercultural issues

Steve Hackenberger, PhD, archaeology, cultural resource management, North America and Caribbean

Patrick Lubinski, PhD, archaeology, zooarchaeology, cultural resource management, North America

Patrick McCutcheon, PhD, archaeology, evolutionary and environmental archaeology, cultural resource management

Lori K. Sheeran, PhD, biological anthropology, primate ecology, Black Gibbons; China

William C. Smith (emeritus), PhD, archaeology, museum studies, comparative world prehistory

Penglin Wang, PhD, linguistic and cultural anthropology; East and Central/ Inner Asia, China

Associate Professors

Mark Auslander, PhD, director, museum of culture and environment, art, aesthetics, museums, religion, historical anthropology, race, development, slavery; Africa, US

Loran E. Cutsinger, PhD, cultural anthropology, informal economy, gender, globalization, transnationalism; British Caribbean

Mary Lee Jensvold, PhD, primate behavior and ecology, communication, CHCI

Lene Pedersen, PhD, sociocultural anthropology, visual and environmental anthropology, postcolonialism; SE Asia (Indonesia), E. Africa, circumpolar North

Assistant Professors

Joseph Lorenz, PhD, biological anthropology, anthropologist genetics, DNA, ancient DNA, genetics of American Indians, North America

Staff

Penelope Anderson, secretary senior

Department Information

Anthropology jointly coordinates the master of science degree program in resource management with the geography department. For further information, see resource management.

Anthropology Courses

ANTH 500. Professional Development (1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university. May be repeated for credit.

ANTH 521. Cultural Resources

Management (3). Philosophy, history, and legislation relating to archaeology and historic preservation; design and implementation of cultural resources management programs.

ANTH 527. Environmental

Archaeology (4). Analyses of sediments and plant and animal remains from archaeological sites are used to explore relationships

between humans and their environments. Case studies combine natural and physical sciences to study long-term change in landscapes and ecosystems.

ANTH 427/ 527 AND GEOG 427/ 527 are cross-listed courses.

Graduate credit requires an additional research paper to be specified in syllabus.

ANTH 596. Individual Study (1-6). May be repeated for credit.

Art Department

College of Arts and Humanities
Ellensburg
Randall Hall, room 100
509-963-2665
Fax: 509-963-1918
www.cwu.edu/art

See website for how this program may be used for educational and career purposes.

Faculty and Staff

Chair

Gregg Schlanger, MFA

Professors

Glen Bach, MFA, graphic design
Michael Chinn, MFA, wood design, design
Keith Lewis, MFA, jewelry and metalsmithing, design
Gregg Schlanger, MFA, sculpture

Associate Professors

Maya Chachava, MFA, painting, drawing
Shari Stoddard, PhD, art education

Assistant Professors

Paula Airth, MFA, graphic design
Alex Emmons, MFA, photography and digital imaging
Stephen Robison, MFA, ceramics

Staff

Jeff Cleveland, department maintenance

Heather Horn Johnson, gallery manager
Anne Layton, secretary senior

Department Information

The art department offers two graduate degree programs for students wishing to study visual art beyond the baccalaureate level. Each degree requires that candidates complete coursework in art concepts and criticism, art history, studio area of concentration, electives, and a creative thesis project.

The 45-credit, master of arts (MA) program offers students advanced study in the various studio areas. The MA is intended for students who desire graduate-level training in art and helps prepare them for various arts-related careers and for further advanced studies in art.

The 90-credit master of fine arts (MFA) is a terminal degree program providing students with professional levels of competency and experience in studio art. The MFA program qualifies students for careers as teachers in higher education, as professional studio artists, and for other studio-arts-related vocations. The following studio art concentrations are offered at Central:

- Ceramics
- Drawing
- Jewelry and Metalsmithing
- Painting
- Photography
- Sculpture
- Wood Design

Policies and Procedures

Departmental policies and procedures regarding graduate study are fully described in the departmental “Graduate Handbook.”

Application and Admission: In addition to the university regulations governing admission to graduate degree programs, the following specific regulations apply to both the MA and MFA programs:

- A. Acceptance is primarily based on the student’s potential as evidenced by a portfolio, previous coursework in art, goals consistent with departmental resources, and other experiences relevant to art making. Applicants may be asked to have a telephone interview with a faculty member in their area of studio concentration before being admitted to a program.
- B. Applicants are required to submit 20 examples of their recent work in the form of digital images on a CD (please follow digital images format directions below) and a printed image list. This documentation should represent the depth and breadth of the applicant’s work. Students are strongly urged to visit the campus and arrange a personal interview with faculty members in their major area of concentration and with the art department chair prior to submitting an application. Consistent with the above criteria, applicants with undergraduate degrees in disciplines other than visual arts are encouraged to apply. The digital portfolio CD should be mailed directly to the Department along with copies of all application material.

Digital Images format: Dimensions of digital images should be 1920 pixels x 1920 pixels at 72 dpi. File format should be baseline JPG. The canvas background color should be black. If your image is horizontal there would be black horizontal bands on the top and bottom. If your image is vertical there would be black vertical bands on the left and right. Please include an image list to correspond with files names. Files should be named yourlastname001.jpg, (Your last name, the image number and the file extension). Submit your digital images on a CD (images only, do not embed in PowerPoint or Keynote).

Image List: Please include an image/ work list. List the work submitted (numbered to correspond with digital images if you are submitting a CD). Include title, date completed, medium and dimensions.

Transfer of Credits: The general provisions for the transfer of credits are set forth under the catalog heading, “General Master’s Degree Regulations.”

Residence Requirements: Students must be in residence three consecutive full-time quarters (excluding summers). All studio credits, except those approved under the transfer of credit provisions, must be taken in residence. For these purposes, residence may include credits taken in travel study, internship programs, or other study taken elsewhere but listed on the approved course of study.

Graduate Committee: A committee of at least three faculty members will be organized by the student during the student’s first quarter of residency. The members of this committee will be chosen in consultation with the student’s committee

chairperson. The chair of the committee, in consultation with the student, will schedule a meeting at least once each quarter. More frequent meetings may be scheduled. The purposes of these meetings are:

- To determine that the student is making satisfactory progress in the degree program
- To evaluate the student's studio work
- To identify problems and to offer solutions.

A first-year review will consist of an evaluation of the student's work, completed or in progress, including review of non-studio coursework. MFA/ MA candidacy is contingent on successful progress in the following areas: studio work, knowledge of art history, and understanding of contemporary theory and criticism. Additional coursework may be required at the graduate committee's discretion.

Further details regarding the graduate committee process are provided in the graduate handbook.

Graduate Assistantships: Teaching or staff assistantships are awarded on a competitive basis. Assistants are granted by the dean of Graduate Studies and Research based upon the recommendation of the department chair.
Studio Space: Shared or individual studio workspace is provided to graduate students as available and will be allocated by the chair of the art department.

Studio Project: In order to successfully complete ART 700, Studio Project, the MFA/ MA candidate must present a cohesive body of work completed in the last year of study as evidence of mastery in their area of concentration. This studio project is developed in consultation with the student's graduate committee and presented as a public exhibition. The studio project also requires students to present a written document that supports their body of work.

The written document must meet thesis format standards as required by the Office of Graduate Studies and Research.

Final Oral Examination: Upon completion of the studio project, the student will discuss and defend the project and the accompanying written document in an oral examination conducted by the graduate committee. Upon successful completion of the oral examination, the graduate committee will confer and render a determination of the success of the student's project.

Master of Fine Arts in Art

Required Courses

- Art History, 400 level and above Credits: (12)
 - Major studio concentration Credits: (40-56)
 - Electives outside major studio concentration Credits: (12-24)
 - ART 589 - Art Concepts and Criticism **Credits:** (3)
 - ART 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-12)
- Credits: (12)

Total Credits: 90

Art Courses

ART 500. Professional

Development (1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university. May be repeated for credit.

ART 525. Advanced Studies in Photography (2-5). Prerequisite: ART 425. May be repeated for credit.

ART 541. Advanced Studies in

Wood (2-5). Prerequisite: ART 441. May be repeated for credit.

ART 546. Advanced Studies in

Jewelry and Metalsmithing (2-5). Independent, advanced exploration of jewelry or metalwork. Emphasis on conceptual strength, growth, and technical mastery. Prerequisite: ART 446. May be repeated for credit.

ART 550. Advanced Studies in

Drawing (2-5). Prerequisite: ART 450. May be repeated for credit.

ART 556. History of Eastern Art (4). A survey of the architecture,

sculpture, painting, and the crafts of India, Indonesia, China, and Japan. ART 556 and 456 are equivalent courses; students may not receive credit for both.

ART 560. Advanced Studies in Painting (2-5). Prerequisite: ART 460. May be repeated for credit.

ART 565. Advanced Studies in Ceramics (2-5). Prerequisite: ART 465. May be repeated for credit.

ART 580. Advanced Studies in Sculpture (2-5). Prerequisite: ART 480. May be repeated for credit.

ART 589. Art Concepts and Criticism (3). Study of the attitudes

and values in relation to recent changes in art forms and contents. Analysis and practice in critical judgment.

ART 596. Individual Study (1-6).

May be repeated for credit.

ART 598. Special Topics (1-6). May be repeated for credit.

ART 599. Seminar (1-5). May be repeated for credit.

ART 700. Master's Thesis, Project Study, and/or Examination (1-12).

Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/ or

examination. Prerequisite: permission of chair of student's graduate faculty supervisory committee. May be repeated for credit not to exceed 6 credits for MA degree and 12 credits for MFA degree. Grade will either be S or U.

Biological Sciences Department

College of the Sciences

Ellensburg

Science Building, room 338

509-963-2731

Fax: 509-963-2730

www.cwu.edu/biology

See website for how this program may be used for educational and career purposes.

Faculty and Staff

Chair

Tom R. Cottrell, PhD

Professors

Daniel D. Beck, PhD, physiological ecology and herpetology

David M. Darda, PhD, evolutionary vertebrate morphology, herpetology

Kristina A. Ernest, PhD, terrestrial and community ecology

Paul W. James, PhD, ecology and fisheries biology

Sheldon R. Johnson, PhD, zoophysiology, mammalogy (emeritus)

Robert E. Pacha, PhD, microbiology (emeritus)

Holly C. Pinkart, PhD, microbiology, microbial ecology

Wayne S. Quirk, PhD, sensation and perception, neuroscience

Linda A. Raubeson, PhD, evolutionary biology and genetics

Stamford D. Smith, PhD, entomology (emeritus,)

Lixing Sun, PhD, behavioral ecology and evolution

Associate Professors

Lucinda Carnell, PhD, molecular behavioral genetics

Tom R. Cottrell, PhD, plant ecology

Jason T. Irwin, PhD, animal physiology

James E. Johnson, PhD, mycology, systematics

Mary E. Poulson, PhD, plant physiology

Ian J. Quitadamo, PhD, science education, cell and molecular biology

R. Steven Wagner, PhD, conservation genetics and herpetological science

Assistant Professors

Jennifer Dechaine, PhD, plant biology

Blaise Dondji, PhD, human physiology, microbiology, parasitology, immunology

Alison Scoville, PhD, ecological and evolutionary genomics

Daniel J. Selski, PhD, developmental neurobiology

Gabrielle Stryker, PhD, microbiology, immunology and parasitology

Lecturers

Clay Arango, PhD, stream ecology and nitrogen biogeochemistry

Lucy Bottcher, PhD, ecologist, herpetologist

Raymon Donahue, PhD, senior lecturer in biology

Staff

Emil Babik, engineering technician

Jonathan Betz, instructional classroom support technician

Mary Bottcher, instructional classroom support technician supervisor
Eric Foss, instructional classroom support technician
Kariann Linnell, secretary supervisor
Jeff Wilcox, engineering technician

Program Description

The graduate program in biology is designed to provide training and expertise for those needing a terminal degree for entry-level biological science positions in state, federal, and tribal agencies, as well as for positions in private industry or teaching at the secondary or community college level. It serves other students by providing them with the skills and techniques required for further graduate study beyond the MS degree. Students considering further graduate study should work closely with their major advisor to design a program of coursework that meets the requirements for PhD programs. Graduate students in biology may tailor their program to emphasize a specific discipline within the biological sciences.

Admission

Admission is a two-step process. Applicants must first meet the general requirements for graduate study as determined by the Office of Graduate Studies and Research, and then the specific requirements of the Department of Biological Sciences. Items needed to enroll:

1. An undergraduate degree in biology or closely related field. Deficiencies in the student's undergraduate training as determined by the Department of Biological Sciences at the time of admission to the program must be removed without graduate credit during the first year of graduate study.
2. Students must submit GRE scores for the general test. Students applying to the masters in biology with a specialization in biomedical sciences may substitute MCAT scores for GRE scores.
3. International students for whom English is a second language must provide TOEFL scores to demonstrate English proficiency.
4. Students must arrange for a graduate faculty advisor in the Department of Biological Sciences to serve as their major advisor.

Master in Biology

Program Coordinator

Kristina Ernest, PhD
Science Building, room 326E

Program Requirements

The coursework leading to the master of science in biological sciences will total at least 45 credits in the biological sciences and related subjects as outlined in an approved course of study filed with the Office of Graduate Studies and Research. The individual's program of coursework and thesis problem will be developed in consultation with the student's major advisor and other members of the student's graduate committee. Two quarters in residence are required.

Examinations

Candidates must pass an oral examination covering topics in their area of specialization and coursework taken for their degree at least one quarter prior to graduation. The final examination will consist of a public seminar to present the results of the thesis or project research as well as an oral exam administered by the student's thesis committee covering aspects of the thesis research.

Specialization in Biomedical Sciences

Program Coordinator

James E. Johnson, PhD
Science Building, room 338J

The Central Washington University master of sciences in biology with a specialization in biomedical sciences degree program is a professional as well as pre-professional course of study designed for students seeking careers in biomedical research or to help students become stronger applicants to medical school or other professional programs. Students who have already completed their course requirements or admission to the medical school can strengthen their candidacy by demonstrating their performance in some of the same courses taken by first-year medical students at the Pacific Northwest University of Health Sciences (PNWU) Doctor of Osteopathic Medicine Program and broadening their background as scientists by conducting an original research project with faculty at CWU while earning a master of science degree in biology.

Preferred admission to the Pacific Northwest University of Health Sciences Doctor of Osteopathic Medicine Program will be granted to students who:

- Successfully complete the MS in biology-specialization in biomedical sciences with a B average or higher

- Have a minimum MCAT score of 22
- Are approved by the admissions interview committee at PNWU.

Financial Obligations

Because this is a self-support program, no tuition waiver programs apply, and additional continuing education tuition applies.

Biology with Specialization in Biomedical Sciences, MS

Program Coordinator

Kristina Ernest, PhD
Science Building, room 326E

Program Requirements

The coursework leading to the master of science in biological sciences will total at least 45 credits in the biological sciences and related subjects as outlined in an approved course of study filed with the Office of Graduate Studies and Research. The individual's program of coursework and thesis problem will be developed in consultation with the student's major advisor and other members of the student's graduate committee. Two quarters in residence are required.

Examinations

Candidates must pass an oral examination covering topics in their area of specialization and coursework taken for their degree at least one quarter prior to graduation. The final examination will consist of a public seminar to present the results of the thesis or project research as well as an oral exam administered by the student's thesis committee covering aspects of the thesis research.

MS Biology Core Requirements

- BIOL 501 - Research Methods and Techniques **Credits:** (4)
- BIOL 502 - Research Proposal Presentations **Credits:** (2)
- BIOL 505 - Current Topics in Biology **Credits:** (2)
(Must be taken for 6 credits.)
- BIOL 595 - Graduate Research **Credits:** (1-10)
(Must be taken for 10 credits.)
- BIOL 602 - Research Presentations **Credits:** (2)
- BIOL 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-6)
(Must be taken for 6 credits.)

Total Core Credits: 30

Department-approved electives - Credits: 15

Total Credits: 45

Biomedical Sciences Specialization

Program Coordinator

James E. Johnson, PhD
Science Building, room 338J

The Central Washington University master of sciences in biology with a specialization in biomedical sciences degree program is a professional as well as pre-professional course of study designed for students seeking careers in biomedical research or to help students become stronger applicants to medical school or other professional programs. Students who have already completed their course requirements or admission to the medical school can strengthen their candidacy by demonstrating their performance in some of the same courses taken by first-year medical students at the Pacific Northwest University of Health Sciences (PNWU) Doctor of Osteopathic Medicine Program and broadening their background as scientists by conducting an original research project with faculty at CWU while earning a master of science degree in biology.

Preferred admission to the Pacific Northwest University of Health Sciences Doctor of Osteopathic Medicine Program will be granted to students who:

- Successfully complete the MS in biology-specialization in biomedical sciences with a B average or higher
- Have a minimum MCAT score of 22
- Are approved by the admissions interview committee at PNWU.

Financial Obligations

Because this is a self-support program, no tuition waiver programs apply, and additional continuing education tuition applies.

MS Biology Core Requirements

- BIOL 501 - Research Methods and Techniques **Credits:** (4)
- BIOL 502 - Research Proposal Presentations **Credits:** (2)
- BIOL 505 - Current Topics in Biology **Credits:** (2)
(Must be taken for 6 credits.)
- BIOL 595 - Graduate Research **Credits:** (1-10)
(Must be taken for 10 credits.)
- BIOL 602 - Research Presentations **Credits:** (2)
- BIOL 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-6)
(Must be taken for 6 credits.)

Total Core Credits: 30

Required Courses

- BIOL 521 - Cellular Sciences I **Credits:** (4)
- BIOL 522 - Cellular Sciences II **Credits:** (4)
- BIOL 523 - Cellular Sciences III **Credits:** (4)
- BIOL 553 - Medical Physiology I **Credits:** (4)
- BIOL 554 - Medical Physiology II **Credits:** (4)
- BIOL 555 - Medical Physiology III **Credits:** (4)

Total Credits: 24

PNWU Admission Courses

The following elective courses are not required for completion of the specialization in biomedical sciences, but are required for preferred admission status to the PNWU Doctor of Osteopathic Medicine Program.

- BIOL 556 - Gross and Developmental Anatomy I **Credits:** (4)
- BIOL 557 - Gross and Developmental Anatomy II **Credits:** (4)
- BIOL 558 - Gross and Developmental Anatomy III **Credits:** (6)

Total Credits: 18

Biology Courses

BIOL 500. Professional

Development (1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university. May be repeated for credit.

BIOL 501. Research Methods and Techniques (4). An introduction to methods, techniques, and procedures commonly used in biological research. Experimental design of research projects will be emphasized.

BIOL 502. Research Proposal Presentations (2). Students will work to develop their thesis proposal, present their proposal orally, and submit a formal written proposal. Prerequisite: BIOL 501.

BIOL 505. Current Topics in

Biology (2). Discussion of specific topics in biology from readings in journals, books, and other materials. Prerequisite: graduate standing. May be repeated up to 10 credits.

BIOL 521. Cellular Sciences I (4). The first quarter of a three-quarter series covering the biochemistry, nutrition, molecular biology, immunology, and genetics of cells as they relate to both normal body function and pathological processes. Prerequisite: acceptance into the biomedical sciences specialization.

BIOL 522. Cellular Sciences II (4). The second quarter of a three-quarter series covering the biochemistry, nutrition, molecular biology, immunology, and genetics of cells as they relate to both normal body function and pathological processes. Prerequisite: acceptance

into the biomedical sciences specialization.

BIOL 523. Cellular Sciences III (4). The third quarter of a three-quarter series covering the biochemistry, nutrition, molecular biology, immunology, and genetics of cells as they relate to both normal body function and pathological processes. Prerequisite: acceptance into the biomedical sciences specialization.

BIOL 553. Medical Physiology I (4). The first quarter of a three-quarter series covering normal human physiology and neurophysiology with special emphasis on integration, control, and pathophysiology. Prerequisite: acceptance into the biomedical sciences specialization.

BIOL 554. Medical Physiology II (4). The second quarter of a three-quarter series covering normal human physiology and

neurophysiology with special emphasis on integration, control, and pathophysiology. Prerequisite: acceptance into the biomedical sciences specialization.

BIOL 555. Medical Physiology III

(4). The third quarter of a three-quarter series covering normal human physiology and neurophysiology with special emphasis on integration, control, and pathophysiology. Prerequisite: acceptance into the biomedical sciences specialization.

BIOL 556. Gross and

Developmental Anatomy I (4). The first quarter of a three-quarter series covering the macroscopic structure of the human body using a regional approach. Relationships between gross anatomy, development, and pathological conditions are emphasized. Prerequisite: acceptance into the biomedical sciences specialization.

BIOL 557. Gross and

Developmental Anatomy II (4). The second quarter of a three-quarter series covering the macroscopic structure of the human body using a regional approach. Relationships between gross anatomy, development, and pathological conditions are emphasized. Prerequisite: acceptance into the biomedical sciences specialization.

BIOL 558. Gross and

Developmental Anatomy III (6). The third quarter of a three-quarter series covering the macroscopic

structure of the human body using a regional approach. Relationships between gross anatomy, development, and pathological conditions are emphasized.

Prerequisite: acceptance into the biomedical sciences specialization.

BIOL 565. Advanced Animal

Behavior (5). Advanced knowledge in the study of animal behavior.

Three hours lecture, two hours laboratory, one hour independent study per week. BIOL 465, BIOL 565 and PSY 565 are cross-listed courses; students may not receive credit for more than one.

BIOL 566. Conservation Biology

(5). An introduction to the theory and practice of conservation biology, with emphasis on case studies. Two hours lecture, one hour discussion, and four hours lab or field study per week. Weekend field trips may be required. BIOL 466 and BIOL 566 are equivalent courses; students may not receive credit for both. Prerequisite: BIOL 360 and graduate standing.

BIOL 590. Cooperative Education

(1-5). An individualized, contracted field experience with business, industry, government, or social service agencies. The contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. By permission. May be repeated for credit. Grade will either be S or U.

BIOL 592. Biological Field Studies

(1-15). Individual or group off-

campus experience in the field study of biological phenomena.

May be repeated for up to 15 credits. Grade will either be S or U.

BIOL 595. Graduate Research (1-

10). Organization or conduct of an approved laboratory and/ or field research problem. By permission. Maximum of 10 credits may be included on course of study for the master's degree.

BIOL 596. Individual Study (1-6).

May be repeated for credit.

BIOL 598. Special Topics (1-6).

May be repeated for credit.

BIOL 599. Seminar (1-5).

Discussion of specific topics from readings in biological journals, books, and other materials. May be repeated up to 5 credits.

BIOL 602. Research Presentations

(2). Student will discuss and develop effective oral presentation skills, prepare their research results for presentation, and give an oral presentation suitable for regional or national scientific meetings. Prerequisite: BIOL 502.

BIOL 700. Master's Thesis, Project Study, and/or Examination (1-6).

Designed to credit and record supervised study for the master's thesis, non-thesis project, public presentation, and/ or examination. Prerequisite: permission of chair of student's graduate faculty supervisory committee. May be repeated up to 6 credits. Grade will either be S or U.

Center for Teaching and Learning

College of Education and Professional Studies
Ellensburg
Black Hall, room 228

Alternative Pathway to Teaching Regional Consortia Program

Yakima
Deccio Higher Education Bldg.
1000 S. 12th Ave.

Director
TBD

General Information

CWU is the lead/ recommending institution for this program, which includes Pacific Lutheran University, Heritage University, and Western Washington University as partners. The goal of the consortia program is to prepare teachers in state-identified shortage areas for jobs in communities where they currently live. The minimum number of interns accepted into the program shall be 10; the maximum to be accepted shall be 25.

All courses, regardless of offering institution, will be completed, in-person, at CWU-Yakima, which is located at Yakima Valley Community College, Deccio Higher Education Building, 1000 S. 12th Avenue, Yakima, WA 98902. Distance education, K-20, or internet/ hybrid classes will not be available for this program.

Admissions requirements are listed in the College of Education and Professional Studies section of the catalog following certification information.

Center for Teaching and Learning Courses

ECTL 500. Professional

Development (1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university. May be repeated for credit.

ECTL 601. Professional Certificate: Pre-Assessment Seminar (4).

Candidates attending the seminar will review required standards and criteria and identify evidence/ indicators to meet each criterion. The seminar will culminate with approval of the candidate's Professional Growth Plan. Grade will either be S or U.

ECTL 602. Teacher Professional Certification Portfolio Seminar I (2).

Study of the Teacher Professional Certificate standards, descriptions of practice, the portfolio entry directions, and portfolio rubrics. Prerequisite: admission to the Teacher Certification Program. Grade will either be S or U.

ECTL 603. Gathering and Evaluating Quality Evidence (2).

Processes and methods of gathering and presenting evidence of positive

impact on student learning as defined in the professional certificate descriptions of practice.

Prerequisites: ECTL 601 and admission to the Teacher Professional Certificate Program. Grade will either be S or U.

ECTL 604. Teacher Professional Certificate Field Work (2).

Gathering and evaluating evidence for the teacher professional certificate portfolio. Descriptive, analytic, and reflective writing on classroom evidence for the portfolio. Prerequisites: admission to the Teacher Certification Program and ECTL 602 and ECTL 603. Grade will either be S or U.

ECTL 608. Teacher Professional Certificate Portfolio Seminar II (2).

Preparation of the teacher professional certificate portfolio for submission for external assessment. Peer and instructor review of the portfolio, using the portfolio entry rubrics. Prerequisites: admission to the Teacher Certification Program ECTL 602 and ECTL 603. Grade will either be S or U.

ECTL 609. Professional Certificate: Culminating Seminar (2).

Candidates attending the seminar will submit a portfolio of evidence to the Professional Growth Team. If the portfolio meets all requirements, the team will

recommend the candidate for professional certification. Grade will either be S or U.

ECTL 613. Take One! Portfolio

Entry Process (2). Development of the portfolio of accomplished teaching practice by National Board Certified Teacher candidates. Compilation of student work samples and videotapes; development of analytic commentaries. Prerequisite: participant in Take One! from the National Board for Professional Teaching Standards. Grade will either be S or U.

ECTL 615. National Board Certified Teacher Portfolio

Process (3). Development of the portfolio of accomplished teaching practice by National Board Certified Teacher candidates. Compilation of student work samples and videotapes; development of analytic commentaries. Prerequisites: admission to National Board Certification, candidacy for the National Board Professional Teaching Standards, and registration with the National Board Certification Mentoring Program. Grade will either be S or U.

Chemistry Department

College of the Sciences
Ellensburg
Science Bldg., room 302
509-963-2811
Fax: 509-963-1050
www.cwu.edu/chemistry

See website for how this program may be used for educational and career purposes.

Faculty and Staff

Chair

Levente Fabry-Asztalos, PhD

Professor

Anthony Diaz, PhD, inorganic, solid state
Martha J. Kurtz, PhD, chemistry and science education
JoAnn Peters, PhD, organic, mechanistic
Carin Thomas, PhD, biochemistry, toxicology

Associate Professors

Levente Fabry-Asztalos, PhD, organic
Anne Johansen, PhD, environmental, analytical
Tim Sorey, PhD, chemistry education

Assistant Professors

Gil Belofsky, PhD, organic
Stephen Chamberland, PhD, organic
Yingbin Ge, PhD, physical
Todd Kroll, PhD, biochemistry
Dion Rivera, PhD, physical, analytical

Lecturers

Bing-Lin Chen, PhD, general
Robert Rittenhouse, PhD, general

Staff

Emil Babik, instrument technician
Tony Brown, stockroom manager
Don Davis, computer technician
Julie Khyler, safety officer
Mari Sorey, stockroom assistant
Lisa Stowe, secretary
Jeff Wilcox, instrument technician

Master of Science Chemistry

Program Objectives and Descriptions: The graduate program in chemistry is tailored to satisfy individual student aspirations and is designed to provide knowledge, skills, and discovery within the chemical sciences. The program prepares candidates for professional employment in chemistry careers including industry, consulting, local, state and federal government, and for teaching at the community college or secondary level. Additionally, the program provides a foundation for further graduate studies beyond the MS level in chemistry and related fields. Graduate students in chemistry can focus their studies in any of the major areas of chemistry, including biochemistry, organic, physical, analytical and inorganic chemistry, and chemistry education. Emphasis in a specific area through appropriate courses and seminars is enhanced by requisite graduate research. Practical and collaborative internship experiences through industrial, governmental, academic research, or community college teaching partnerships are possible. The department utilizes state-of-the-art and fully equipped laboratory facilities with an array of modern instrumentation and computation capabilities. Furthermore, it operates a state-certified environmental testing laboratory.

Program Admission Requirements: Admission to CWU requires a bachelor's degree from an accredited institution. In addition, applicants must earn a minimum of a 3.0 grade point average (GPA) in all course work attempted in at least the last 90 quarter (60 semester) hours of recognized academic work. Admission decisions are based on a combination of factors: GPA, letters of recommendation from professors and others able to critically assess success in a graduate program, statement of

purpose, standardized test scores (if applicable), academic preparation for work in the proposed field, and interests as matched with those of our faculty are all taken into consideration. Admission to the Chemistry Graduate Program requires an earned undergraduate degree in chemistry or a related field (equivalent to those offered at Central; see requirements for the BS and BA degrees in chemistry), and demonstrate a potential for superior scholarship. Applicants must provide GRE scores for the general test. Scores from the chemistry subject test may be requested in special cases. If a chemistry background deficiency exists at the time of student admission, appropriate courses must be taken to fill these gaps during the first year of graduate study without graduate credit. International students for whom English is a second language must provide TOEFL scores to demonstrate English proficiency.

Program Requirements: The MS degree in Chemistry requires a minimum of 45 credits of graduate coursework and research study culminating with a thesis. Sixteen of these credits are research and thesis related (CHEM 595, CHEM 700). The remaining 29 credits are earned from coursework (a minimum of 18 at the 500 level or above). Of the 29 credits, students are required to take at least nine core credits in chemistry, enroll in CHEM 503, Introduction to Research, during the fall quarter of their first year, and take at least one credit of CHEM 505, Current Topics in Chemistry. Four credits of seminar (CHEM 589 taken twice) are also required. This leaves 14 credits for elective courses. The first 2 credits of CHEM 589 consist of a research proposal written by the student and a one hour professional seminar based on this document. The research proposal should be a maximum of 10 pages in length (12 point, double spaced) and be composed of an introduction (including a brief survey of related work), objectives of proposed research, description of experimental approach, expected outcomes, and projected time line. The document is to be submitted to committee members at least one week before the scheduled seminar and must be approved by the committee as a condition of receiving credit. It is advised that the student take these credits before completion of his/ her third quarter as a graduate student. The second 2 credits of CHEM 589 are the final oral examination on the student's thesis project. A written thesis has to be prepared and submitted to the committee members following procedures specified by the Office of Graduate Studies and Research. Candidates must also pass a final oral examination on their thesis project and coursework that is administered by the candidate's graduate thesis committee. Normal completion of the master of science requires two academic years and an intervening summer of study.

Electives: Fourteen credits of elective coursework at the 400 or 500 level are required for the MS degree in chemistry. Elective courses are selected with advising from the thesis committee and provide expertise in the fields of the individual student's academic interests and research focus and complement professional goals. Elective topics offered by the chemistry department include biochemical toxicology, mechanistic organic chemistry, organic synthesis, environmental chemistry, solid-state chemistry, analytical instrumentation, graduate physical chemistry, and chemistry education. Elective courses from other departments (biology, geology, mathematics, physics, and psychology, among others) may be selected with graduate committee approval.

Graduate Committee: Before the end of the candidate's second quarter in the program and after consultation with all members of the chemistry graduate faculty, the student will select a thesis advisor, to act as chair of the candidate's graduate committee. The candidate, in consultation with the selected thesis advisor will assemble a three-member thesis graduate committee; two members of the committee must be from the chemistry faculty.

Examination: Each candidate must prepare a written thesis that documents the methods, analysis, and results of the research they carried out during their graduate study. In addition, each candidate must pass a final oral examination on all phases of the student's program. The review covering the student's thesis and coursework consists of a seminar open to the public followed by queries from the thesis committee.

Chemistry, MS

Required Courses

Chemistry Credits: 22

- CHEM 503 - Introduction to Research **Credits:** (1)
- CHEM 505 - Current Topics in Chemistry **Credits:** (1)
- CHEM 589 - Graduate Student Seminar **Credits:** (2)
Must be taken for at least a total of 4 credits.
- CHEM 595 - Graduate Research **Credits:** (1-10)
Must be taken for 10 credits.
- CHEM 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-6)
Must be taken for 6 credits.

Electives Credits: 23

- Chemistry Electives Credits: (9)
- Electives to be selected by advisement Credits: (14)

Total Credits: 45

Chemistry Courses

CHEM 500. Professional

Development (1-5). Development topics and issues for in service and continuing education of professionals. Not applicable to degrees that are not institutional requirements for endorsements or teaching certificates offered through the university. May be repeated for credit.

CHEM 503. Introduction to

Research (1). An overview of the original research work being done in the Department of Chemistry. Class meetings are comprised of presentations by different faculty members. Grade will either be S or U.

CHEM 505. Current Topics in

Chemistry (1). May be repeated for credit when subject matter differs up to 5 credits.

CHEM 511. Advanced

Biochemistry (3). A course in advanced biochemical concepts focusing on current topics in metabolism, membrane transport systems, electron transport, oxidative phosphorylation, and DNA using mitochondria as a model system. Prerequisites: CHEM 362 and CHEM 432 or BIOL 320 or permission of the instructor.

CHEM 512. Biochemical

Toxicology (3). An introduction to the principles of toxicology followed by a survey of the biochemical mechanisms involved in cytotoxicity, including reactive intermediates and their interaction with macromolecules.

CHEM 542. Teaching Chemistry at

Community Colleges (3). This course is designed to give students a working knowledge of teaching chemistry at the community college.

CHEM 551. Atmospheric

Chemistry (3). The chemistry of the

stratosphere and troposphere; chemistry of the atmospheric aqueous; the meteorology of air pollution; cloud microphysics; mathematical chemical/ transport modeling. Prerequisite: CHEM 382.

CHEM 554. Spectroscopy (3).

Theory, instrumentation and application of spectroscopy in chemistry. Three hours per week split between lecture and laboratory as needed. CHEM 454 and CHEM 554 are equivalent courses, students may not receive credit for both.

CHEM 555. Microsystems and Nanotechnology in Analytical

Chemistry (3). Understanding the fundamental chemistry and engineering involved in the design of analytical devices that employ nanotechnology and microsystems. Prerequisites: CHEM 332 and CHEM 452. CHEM 381 and CHEM 382 are recommended.

CHEM 564. Medicinal Organic

Chemistry (3). A multi-component study of drugs and other biologically potent materials in terms of chemical synthesis, radiochemistry, biochemical evaluation, and biological and receptor interactions. Prerequisites: CHEM 363 and CHEM 431.

CHEM 565. Organic Synthesis I

(3). Fundamentals of modern synthetic organic chemistry. Major emphasis is on carbon-carbon bond forming methodology. Topics include carbonyl annulations, cycloadditions, sigmatropic rearrangements, and organometallic methods.

Prerequisite: CHEM 363.

CHEM 571. Topics in Solid State

Chemistry (3). A survey of the structures and properties of inorganic solids: crystallography, X-ray diffraction, phase equilibria, electronic structure and

luminescence. Prerequisites: CHEM 350 and CHEM 382.

CHEM 583. Quantum Chemistry

(3). Three lectures weekly.

Principles of quantum chemistry: basic theories, methods, and applications. Prerequisites: Mathematics through multivariable calculus and CHEM 383.

CHEM 589. Graduate Student

Seminar (2). A one hour professional seminar encompassing a contemporary topic is provided to the department and campus community. May be repeated for credit.

CHEM 590. Cooperative Education

(1-5). May be repeated for credit. Grade will either be S or U.

CHEM 592. Laboratory Experience in Teaching Chemistry (2).

Practical experience in teaching chemistry laboratories. An introduction to teaching, teaching philosophies, safety, and hazardous waste management. By permission. May be repeated for credit but only 2 credits may be applied to the chemistry MS degree. Grade will either be S or U.

CHEM 595. Graduate Research (1-10). By permission. May be repeated for credit.

CHEM 596. Individual Study (1-5). By permission. May be repeated for credit.

CHEM 598. Special Topics (1-6). May be repeated for credit.

CHEM 599. Graduate Seminar (1). May be repeated for credit.

CHEM 700. Master's Thesis, Project Study, and/or Examination (1-6). Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/ or examination. By permission. May be repeated up to 6 credits. Grade will either be S or U.

Communication Department

College of Arts and Humanities

Ellensburg

Bouillon Hall, room 232A

509-963-1066

Fax: 509-963-1060

www.cwu.edu/communication

See website for how these programs may be used for educational and career purposes.

Faculty and Staff

Chair

Philip Backlund, PhD

Professors

Philip Backlund, PhD, communication studies

James L. Gaudino, PhD, communication studies

Michael R. Ogden, PhD, journalism, film and video studies

Associate Professors

Lois J. Breedlove, MA, journalism

Robert C. Fordan, MA, journalism

Cesar Garcia, PhD, public relations

Assistant Professors

Elizabeth Kerns, MA, public relations

Steve Jackson, MA, journalism, convergent media

Cynthia Mitchell, MBA, journalism

Sacheen Mobley, PhD, communication studies

Maria Sanders, MA, film and video studies

Lecturers

Katherine Horowitz, MA, communication studies

Terri Reddout, MA, public relations and advertising

Toby Staab, MA, journalism

Staff

Crystal Boothman, secretary senior

Kristin Gaskill, Observer business manager

Department Information

The Department of Communication does not offer any graduate programs at this time.

Communication Courses

COM 501. Advanced

Communication Theory (4). Course examines historical and current approaches to communication theory emphasizing contributions of communication studies scholars. Course covers theories of language, systems theory, rules theory, and critical theory.

COM 540. Corporate Media

Management (4). This course instructs students in the methods of media management for corporate media production. Students in this course will take the role of "above-the-line" producers, and will learn

research, writing, and client handling.

COM 556. Convergent Gaming

Research (4). This course is a comprehensive look at the use of games in research and methods of researching the games industry. Students will supervise undergraduate research teams, develop unique research agendas, and test research methods in virtual worlds.

COM 569. Media and Cultural

Studies (4). Detailed examination of the media from the perspectives and insights of critical theoretical approaches ranging from the Frankfurt School, to cultural studies,

to postmodern theory. Emphasis on unlocking the domains of meaning, value, politics, and ideology in the development of entertainment and information technology industries. COM 469 and 569 are layered courses; students may not receive credit for both.

COM 590. Cooperative Education.

An individualized contracted field experience with business, industry, government, or social service agencies. This contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. By permission. May

be repeated up to 8 credits. Grade
will either be S or U.

COM 598. Special Topics (1-5).
May be repeated for credit.

COM 599. Seminar (1-5). May be
repeated for credit.

Computer Science Department

College of the Sciences

Ellensburg

Hebeler Hall, room 219

509-963-1495

Fax: 509-963-1449

www.cwu.edu/computer-science

See website for how these programs could be used for educational and career purposes.

Faculty and Staff

Chair

James Schwing, PhD

Professors

Razvan Andonie, PhD, graduate program director, neural networks, parallel and distributed computing, computational intelligence, data mining

Boris Kovalerchuk, PhD, artificial intelligence, simulation and optimization, computer architecture

James Schwing, PhD, parallel algorithms, user interface design, computer graphics, computer-aided design

Assistant Professor

John Anvik, PhD, software engineering, machine learning, computer supported collaborative work

Staff

Jami Beintema, secretary senior

Zachary Geesaman, systems analyst

Computational Science, MS

Program Objectives and Description

Computational Science is the field of study concerned with constructing mathematical models and quantitative analysis techniques and using computers to analyze and solve scientific problems. In practical use, it is typically the application of computer simulation and other forms of computation to problems in various scientific disciplines. Computational Science has become critical to scientific leadership, economic competitiveness, and national security.

CWU will offer this masters program with the aim to prepare students for professional computational science careers or to pursue a doctoral degree. The computational core of the program will be materialized in by modular and flexible inter-departmental collaboration. Professional computational scientists possess a broad grounding in computing related areas, mathematics, and sophistication in their area of concentration. The program promotes the expansion and strengthening of the collaborative educational and research efforts across the College of the Sciences.

The program will be entirely delivered at the CWU Ellensburg campus and will be a combination of traditional courses, seminar, and research work amounting to a total of 45 credits. Regular attendance to research seminars offered in the various departments involved in the program will also be required. Students will complete 22 credits of core course work in computer science and mathematics and 5 credits of thesis/ capstone project work. Additionally, students will complete at least 8 credits of elective coursework in their selected area(s) of expertise. A full-time student has to take at least 10 credits per quarter. A typical break down for a student in the program would be:

- 22 credits core courses
- 18 credit electives, including graduate research
- 5 credits master's thesis/ project

Students will have to complete the core course work of the program:

- Advanced data structures and algorithms
- High-performance computing
- Advanced algorithms for scientific computing
- Applied numerical methods I

- Applied numerical methods II

Since research is a key part of student development in this program, the rest of the work in the master of computational science will focus on a (year-long) research project with an advisor in their selected area of expertise. Alternatively, and with the approval of the Computational Science Program Committee, students will have the option to do research, or work on a project in partner of the program. Regular attendance to research seminars will also be required.

Students who are part of the program will be required to do a master's thesis or a project at the end of the program. The two alternatives (thesis or project) mean that students may choose between a research and a professional orientation.

The Thesis/ Project Committee, having at least three members, will be chaired by a graduate faculty from the Computer Science Department. All actual professors from the Computer Science Department have the Graduate Faculty status: Dr. James Schwing, Dr. Boris Kovalerchuk, Dr. Ed Gellenbeck, and Dr. Razvan Andonie. Interdisciplinary membership in the graduate committee is strongly recommended. For this program, the graduate committee will be generally interdisciplinary.

Each core course will be offered one time per year. The elective courses will be generally offered every other year. Students will specialize in one of the following application areas:

- Biological and environmental sciences
- Chemistry
- Computer Science
- Geology
- Mathematics
- Physics

Admissions

To be considered, an applicants to this graduate program must have been awarded (or about to be awarded) a 4-year bachelor's degree, with a 3.25 or higher.

The target audience will consist primarily of computer science graduates (i.e., graduates with a major in computer science). We also target graduates with a minor in computer science and a major in one of the application domains (mathematics, biology, chemistry, physics, and geology). On a case by case basis, graduates from the application domains, without a minor in computer science, may be also accepted, if they have enough credits from computer related courses (computer programming, algorithms and data structures, and computer organization).

Required Courses

- CS 528 - Advanced Data Structures and Algorithms **Credits:** (4)
- CS 529 - Advanced Algorithms for Scientific Computing **Credits:** (4)
- CS 530 - High-performance Computing **Credits:** (4)
- CS 700 - Thesis/ Project **Credits:** (1-5)
(Must be taken for 5 credits.)
- MATH 565 - Applied Numerical Methods I **Credits:** (5)
- MATH 567 - Applied Numerical Methods II **Credits:** (5)

Elective Courses (to be selected by advisement)

Biology

- BIOL 501 - Research Methods and Techniques **Credits:** (4)
- BIOL 598 - Special Topics **Credits:** (1-6)

Chemistry

- CHEM 505 - Current Topics in Chemistry **Credits:** (1)
- CHEM 564 - Medicinal Organic Chemistry **Credits:** (3)
- CHEM 583 - Quantum Chemistry **Credits:** (3)
- CHEM 589 - Graduate Student Seminar **Credits:** (2)

Computer Science

- CS 540 - Algorithms for Biological Data Analysis **Credits:** (4)
- CS 545 - Data and Information Visualization **Credits:** (4)
- CS 556 - Data Mining **Credits:** (4)
- CS 557 - Computational Intelligence **Credits:** (4)
- CS 573 - Parallel Computing **Credits:** (4)
- CS 595 - Graduate Research **Credits:** (1-10)

- CS 599S - Research Seminar **Credits:** (1)

Geology

- GEOL 504 - Graduate Seminar Series **Credits:** (1)
- GEOL 530 - Remote Sensing **Credits:** (5)
- GEOL 545 - Hydrogeology **Credits:** (5)
- GEOL 553 - Seismology **Credits:** (5)

Mathematics

- MATH 599 - Seminar **Credits:** (1-5)

Physics

- PHYS 561 - Advanced Computational Physics **Credits:** (4)
- PHYS 562 - Multiphysics Modeling Using COMSOL **Credits:** (4)

Total Credits: 45

Computer Science Courses

CS 528. Advanced Data Structures and Algorithms (4). This course is a detailed introduction to advanced algorithms and data structures used in the computational science MS program. Prerequisites: CS 301 and MATH 330.

CS 529. Advanced Algorithms for Scientific Computing (4). The course presents specialized algorithms and data structures for scientific computing and it a continuation of CS 528.

Prerequisite: CS 528.

CS 530. High-performance Computing (4). This course will provide foundations and concepts on high-performance computing. It provides an overview of computer hardware, software, and numerical methods that are useful on scientific workstations, massively parallel architectures, and supercomputers. Prerequisite: CS 528.

CS 540. Algorithms for Biological Data Analysis (4). The course introduces the algorithms used in bioinformatics. Prerequisite: CS 529.

CS 545. Data and Information

Visualization (4). Data visualization includes the visualization pipeline, basic and advanced data representations, fundamental and advanced visualization algorithms, visualization on the web, applications and software tools. Prerequisite: CS 529.

CS 556. Data Mining

(4). Introducing concepts, models, algorithms, and tools for solving data mining tasks; decision trees, time series, bayesian methods, k-nearest neighbors, and relational databases. CS 456 and CS 556 are layered courses; students may not receive credit for both. Prerequisite: CS 529.

CS 557. Computational

Intelligence (4). Introducing concepts, models, algorithms, and tools for development of intelligent systems: artificial neural networks, genetic algorithms, fuzzy systems, swarm intelligence, and hybridizations of these techniques. CS 457 and CS 557 are layered

courses; students may not receive credit for both. Prerequisite: CS 528.

CS 573. Parallel Computing

(4). Major parallel architectures and languages. Parallel programming methodologies and applications. CS 473 and CS 573 are equivalent courses; students may not receive credit for both. Prerequisite: CS 528.

CS 595. Graduate Research (1-10). Graduate research activity resulting in a paper (technical report, conference paper, journal paper). May be repeated for credit.

CS 599S. Research Seminar (1). A one-hour professional seminar encompassing a contemporary topic is provided by the student to the department and campus community.

CS 700. Thesis/Project

(1-5). Preparation of the Thesis/ Capstone Project. Prerequisite: permission of the chair of the student's graduate faculty supervisory committee. May be repeated for credit.

Educational Foundations and Curriculum Department

College of Education and Professional Studies

Ellensburg

Black Hall, room 101

509-963-1461

Fax: 509-963-1162

www.cwu.edu/education-foundation

See the website for how these programs may be used for educational and career purposes.

Graduate Programs Coordinator

Rebecca S. Bowers, EdD

Director of Field Experience

Jan Byers-Kirsch, EdD

Professors

Catherine Bertelson, PhD, educational technology

Rebecca S. Bowers, EdD, curriculum and instruction

Barry Donahue, EdD, philosophy, research design

Steven Nourse, PhD, curriculum and instruction, supervision

Steven A. Schmitz, EdD, sociology, philosophy, history, assessment, curriculum

Don B. Woodcock, PhD, policy and management, multicultural, and American Indian education

Associate Professors

Kim M. Jones, PhD, curriculum and instruction

Mary Lochrie, EdD, classroom management, assessment, curriculum, and instructional planning

Ian Loverro, PhD, educational technology and communication

Naomi Petersen, EdD, philosophy, assessment, STEM, informal settings

Lee Plourde, PhD curriculum and instruction, supervision, administration

Assistant Professors

Gary Ballou, PhD, field supervision

Kelly Benson, EdD, leadership, law

Molly Ross, EdD, field supervisor

Lecturers

Judy Longstreth, MEd, field supervisor

Jerry St. George, MEd, field supervisor

Staff

Jan Case, program support supervisor

Linda Huber, secretary senior

Department Information

The Master Teacher, MEd degree program is designed primarily for elementary and secondary school teachers and school service personnel. Since the program may also prepare the student for community college teaching and for advanced study, the student should seek advice from program advisors.

Admission Requirements

In addition to the university regulations concerning admission to graduate degree programs, students desiring admission to the Master Teacher, MEd Program must meet departmental requirements. Members of the department will review the student's application materials and, if deemed necessary, may meet with the student before a recommendation for admission can be made.

Elective Educational**Foundations Courses**

The candidate must choose at least six credits from the following: EDF 501, Educational Foundations; EDF 502, History of Education; EDF 503, Philosophy of Education; EDF 504, Advanced Educational Statistics; EDF 505, Educational Measurement for Teachers; EDF 506, Education Futurism; EDF 508, Comparative Education; EDF 567, Educational Change; PSY 552, Advanced Human Growth and Development; PSY 559, Advanced Educational Psychology. (Only one of PSY 552 or PSY 559 may be included to meet the foundations requirement). Related courses may be substituted with permission of the student's graduate advisor or committee chair, the chair of the department, and the dean of Graduate Studies and Research.

Elective Area of Emphasis Courses

Students should select one or more areas of emphasis in consultation with their graduate advisor or committee chair. Areas of emphasis must be approved by the department chair on the Course of Study form available from the Office of Graduate Studies. Students should obtain Course of Study approval early in their programs to assure that all courses taken will accepted.

Master Teacher, Med

Program Description

The Master Teacher is a program of advanced preparation for classroom teachers intending to become teacher scholars and to assume positions of leadership within their schools with respect to the development of curriculum, instructional strategies, and related classroom concerns.

The program is intended to allow current teachers to focus on areas of emphasis in the P-12 classroom settings.

Prerequisite: A minimum of one year of contracted teaching experience in a P-12 classroom setting is required for admission to the Master Teacher Program. One of the three required recommendations for admission to the Master Teacher Program must come from the applicant's current or most recent principal or designee.

Program: The student will complete at least 48 credits as outlined in an approved course of study filed with the Office of Graduate Studies and Research and Continuing Education. The development of a course of study most appropriate to the professional goals and purposes of each individual student must be completed and approved by a program advisor or committee chair upon the completion of 18 credits.

Required Courses

- EDBL, EDCS, EDEL, or EDF 700 - Thesis (or option) Credits: (6)
- Educational Foundations and Research electives Credits: (6)
(See elective Educational Foundations courses under general information)
- Area of emphasis electives Credits: (29)
(See elective area of emphasis courses under general information)
- EDF 507 - Studies and Problems in Intercultural Education **Credits:** (3)
- EDF 510 - Educational Research and Development **Credits:** (4)

Total Credits: 48

Curriculum Courses

EDCS 509. Civic Engagement (3).

Student will use program of study content knowledge to improve a community situation. UNIV 509, FCSG 509, EDAD 509, and EDCS 509 are cross-listed courses. May be repeated up to 12 credits. Grade will either be S or U.

EDCS 513. Creative Teaching (3).

Includes opportunity for creative expression as well as sharing creative teaching ideas, aids, and methods. The purpose of the course is to help teachers become more imaginative and creative in planning, conducting and evaluating classroom instruction. Emphasis on classroom management and organization. Prerequisite: teaching experience.

EDCS 539. Educational Games (3).

This course will emphasize the purpose and benefits of educational games and provide each student with experience in planning, developing, and presenting as well as playing games of their own creation for use as an instructional

tool. Participants will be responsible for any expense involved in the construction of their games. Prerequisite: graduate standing or one year of teaching experience.

EDCS 545. Classroom Teaching Problems (3). Open to experienced teachers. Prerequisite: teaching experience.

EDCS 546. Advanced Laboratory Experience (2-5). Consult chair of department of curriculum and supervision for permission to register for this course. May be repeated for credit.

EDCS 565. Program of Curriculum Improvement (3).

EDCS 571. Continuous Progress School (3). The relationship of the instructional program to levels of learning based on individual capacities and maturity.

EDCS 590. Cooperative Education (1-8). An individualized, contracted field experience with business, industry, government, or social service agencies. The contractual arrangement involves a student

learning plan, cooperating employer supervision, and faculty coordination. By permission. May be repeated for credit. Grade will either be S or U.

EDCS 591. Workshop (1-6). No more than two workshops for a combined maximum of 8 credits can be applied toward a master's program.

EDCS 596. Individual Study (1-6). By permission. May be repeated for credit.

EDCS 597. Graduate Research (1-10). Individual student research under the direction of a faculty member. Maximum of 10 credits may be included on course of study for the master's degree.

EDCS 598. Special Topics (1-6). May be repeated for credit.

EDCS 599. Seminar (1-5). May be repeated for credit.

EDCS 700. Master's Thesis, Project Study, and/or Examination (1-6). Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/ or

examination. Prerequisite: EDF 510. May be repeated up to 6 credits. Grade will either be S or U.

Education Foundations Courses

EDF 500. Professional

Development (1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university. May be repeated for credit.

EDF 501. Educational Foundations (3). Provides a background in selected areas of sociological, historical, and philosophical foundations of education. Also covers current and emerging problems of education.

EDF 502. History of Education (3). Background: historical development in America.

EDF 503. Philosophy of Education (3). Various philosophic positions which lead to an understanding of the educational enterprise. EDF 503 and PHIL 503 are cross-listed courses; students may not receive credit for both.

EDF 505. Educational

Measurement for Teachers (3). Designed primarily for graduate students. Emphasis is on formal and informal measurement. Test theory, formative and summative evaluation; criterion and norm referenced measurements, and construction and use of classroom tests are emphasized.

EDF 506. Education Futurism (3). A study of the literature on alternative futures in American society and their possible impacts upon

education. The methods of creative forecasting or future research. The desirability of deciding between alternative futures in education and the methodology of helping to bring about the more desirable future. Futurism in elementary and secondary schools.

EDF 507. Studies and Problems in Intercultural Education (3).

Research and analysis of models in intercultural and interpersonal school relations. Awareness of the student-teacher relation in creating school climate in multicultural settings. Analysis of the principles used to interpret these interactions, and practice in brief interventions involving staff, teachers, and students.

EDF 508. Comparative Education

(3). A comparative look at national systems of education.

EDF 510. Educational Research

and Development (4). A study of the types, methodology, and uses in practice of educational research and development skills pertinent to the design and execution of research thesis and education developmental projects.

EDF 511. Planning for Learning

(3). Principles of planning, instruction, curriculum development, and pedagogy used in teaching primary, middle, and secondary level students. By permission.

EDF 520. Teaching the Classics (3).

Techniques for teaching the great works of literature, philosophy, and history of classical Greece and Rome.

EDF 567. Educational Change (3).

Education change; barriers,

characteristics, trends, processes; role of change agent in school organization; leadership techniques for facilitating change.

EDF 590. Cooperative Education

(1-8). An individualized, contracted field experience with business, industry, government, or social service agencies. The contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. By permission. May be repeated for credit. Grade will either be S or U.

EDF 591. Workshop (1-6). No more than two workshops for a combined maximum of 8 credits can be applied toward a master's program.

EDF 596. Individual Study (1-6).

By permission. May be repeated for credit.

EDF 597. Graduate Research (1-10).

Individual student research under the direction of a faculty member. Maximum of 10 credits may be included on course of study for the master's degree.

EDF 598. Special Topics (1-6). May be repeated for credit.

EDF 599. Seminar (1-5). May be repeated for credit.

EDF 700. Master's Thesis, Project Study, and/or Examination (1-6).

Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/ or examination. Prerequisite: EDF 510. By permission. May be repeated up to 6 credits. Grade will either be S or U.

Engineering Technologies, Safety, and Construction Department

College of Education and Professional Studies

Ellensburg (E)

Hogue Hall, room 101

CWU-Des Moines (DM)

509-963-1756 (E)

206-439-3800 (DM)

www.cwu.edu/engineering

See website for how this program may be used for educational and career purposes.

Faculty and Staff

Interim Chair

William Bender, PhD

Professors

William Bender, PhD, construction management

David Carns, MS, construction management

Craig Johnson, PhD, mechanical engineering technology

Taiqian Q. Yang, PhD, electronics engineering technology

Associate Professors

Scott Calahan, MEd, industrial/ technology education

Lad Holden, MT, electronics engineering technology

Darren Olson, PhD, industrial technology

Michael L. Whelan, PhD, construction management

Assistant Professors

Roger Beardsley, MS, mechanical engineering technology

Nathan Davis, MA, electronics engineering technology

John O'Neill, MPA, safety and health management

P. Warren Plugge, PhD, construction management

Charles Pringle, MS, mechanical engineering technology

Sathyanarayanan Rajendran, PhD, safety and health management

Emeritus Professors

D. Ken Calhoun, EdD

Stanley A. Dudley, MEd

Robert Wieking, PhD

Tim Yoxtheimer, MS

Lecturers

William Cattin, MS, industrial technology

Juan Robertson, PhD, MSET (DM)

Staff

Matthew Burvee, instructional and classroom support technician

Arthur Morken, instructional and classroom support technician

Susan Van de Venter, office manager

Program Objectives and Description

The Department of Engineering Technologies, Safety, and Construction (ETSC) offers a master of science degree in engineering technology (MSET). The program is designed to prepare persons holding a bachelor of science degrees in the engineering technologies (ET), industrial technologies (IT), and similar or related degrees for career advancement. The MSET core curriculum is designed to teach students how to address technological challenges such as improving existing products, services, and work processes, and developing new ones. The context for instruction takes into account contemporary challenges in business and industry, such as innovating when technology is rapidly changing, adapting to the global economy, and protecting the environment. Students select elective courses in order to build upon their current technical capabilities or to develop knowledge and skills in a new area that complements their career objectives.

Admission Requirements

Incoming students are expected to meet all of the requirements of the graduate school, have a solid background in science and mathematics, and show evidence of scholarship. This requires that the candidate have a bachelor's degree from a recognized institution and have completed a course in pre-calculus (or its equivalent) and at least one college-level, laboratory-based science course. Any candidate who does not meet these requirements may be admitted to the program on a conditional basis, after which he or she must complete the requirements before being fully admitted to the program. If English is a secondary language, students must score 550 or more on the TOEFL examination. Transfer students will be considered using the same criteria, with consideration for equivalent graduate coursework completed elsewhere.

Engineering Technology, MS

General Requirements

- IET 501 - Industrial and Academic Research Methods **Credits:** (4)
- IET 521 - Product Design and Development **Credits:** (4)
- IET 523 - Emerging Technologies **Credits:** (4)
- IET 525 - Systems Analysis and Simulation **Credits:** (4)
- IET 555 - Engineering Project Management **Credits:** (4)
- IET 700 - Thesis or Option **Credits:** (6)

General Requirements Total Credits: 25

Department-approved Technical Electives

The student must select 20 credits from the following list to complete a program total of 45 credits. The student may propose to take alternative electives course(s) that are not shown on the list of approved technical electives. If the student takes any electives course for which he or she has not met the prerequisites, then fulfilling those prerequisites will add credit hours to his or her course of study, beyond the 45 credits required for graduation. All elective courses, including 400-level IET courses, that the student wants to include in the course of study are subject to the approval of the advisor and the department chair.

- 400-level courses taught in the industrial and engineering technology department - Credits: (3-4)
- GEOG 443, Energy Policy (5)
- ECON 462, Economics of Energy Resources and Environment (5)
- IET 512 - Alternative Energy Systems **Credits:** (4)
- IET 522 - Programmable Logic Controller (PLC) Applications **Credits:** (4)
- IET 524 - Quality Control **Credits:** (4)
- IET 526 - Engineering Project Cost Analysis **Credits:** (4)
- IET 530 - Fundamentals of Lasers **Credits:** (4)
- IET 532 - Generation and Transmission of Electrical Power **Credits:** (4)
- IET 552 - LEED in Sustainable Construction **Credits:** (4)
- IET 560 - Finite Element Analysis **Credits:** (4)
- IET 577 - Robotics **Credits:** (4)
- IET 582 - Plastics and Composites **Credits:** (4)
- IET 583 - Ceramics and Composites **Credits:** (4)
- IET 592 - Field Studies **Credits:** (1-10)
Credits: (4)
- IET 595 - Graduate Research **Credits:** (1-6)
- IET 596 - Individual Study **Credits:** (1-6)
Credits: (3)
- IET 599 - Seminar **Credits:** (1-5)
Credits: (1)

Elective Total Credits: 20

Total Credits: 45

Industrial and Engineering Technology Courses

IET 500. Professional Development (1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or

teaching certificates offered through the university. May be repeated for credit.

IET 501. Industrial and Academic Research Methods (4). An introduction to the research methods and tools used for industrial research. Topics include problem definition, review of

literature, types of research, research design, analysis of results, writing a research proposal, writing a research paper, and analytical tools used for applied research by engineers and technologists in industry.

IET 512. Alternative Energy Systems (4). Study of alternative

energy technology and their societal issues. Similar to MET 412. Credit for both granted only by department chair.

IET 521. Product Design and Development (4). Methodology for the design and development of industrial and commercial products from conceptual stage to saleable product. Three hours lecture and two hours laboratory per week. Prerequisites: MET 419.

IET 522. Programmable Logic Controller (PLC) Applications (4). A study of programmable logic controller concepts, components, systems, programming, and applications. Lecture and laboratory. Similar to IET 373. Credit for both granted only by department chair. By permission.

IET 523. Emerging Technologies (4). A comprehensive examination of recent technological innovations in materials, manufacturing, electronics, and instrumentation, with emphasis on design and application case studies. By permission.

IET 524. Quality Control (4). Provides foundation for understanding and applying statistical quality control techniques and product reliability procedures. Similar to IET 380. Credit for both granted only by department chair. Prerequisites: OMIS 221 or permission of instructor.

IET 525. Systems Analysis and Simulation (4). Theoretical and practical techniques for modeling and analyzing various systems including product designs, manufacturing facilities, and fluid/ thermal systems. System testing and evaluation methodology will be investigated. Prerequisite: MET 327 or permission of instructor.

IET 526. Engineering Project Cost Analysis (4). Techniques of economic cost analysis and modeling applied to engineering projects. Similar to IET 301. Credit

for both granted only by department chair.

IET 530. Fundamentals of Lasers (4). Overview of laser technology with emphasis on characteristics, safety, and application. Four hours lecture per week. Prerequisites: PHYS 113.

IET 532. Generation and Transmission of Electrical Power (4). A study of the generation and transmission of electrical energy. Similar to EET 432. Credit for both granted only by department chair. Prerequisite: EET 332.

IET 552. LEED in Sustainable Construction (4). The process using LEED as a measurement for sustainable construction. The course covers benefits and mechanisms of green building, cost analysis, and professional problem solving. Develop and present research on sustainability.

IET 555. Engineering Project Management (4). Project-based synthesis used in engineering project management. Topics; bidding, contract management, scheduling, cost estimating and control, logistics, conflict management, team building, negotiating, and risk assessment. IET 455 and IET 555 are layered courses; student may not receive credit for both. Instructor consent should be based on student industrial experience and career goals. By permission.

IET 560. Finite Element Analysis (4). Computerized modeling of structural, vibrational, and thermal design problems. Lecture and laboratory. Similar to MET 420. Credit for both granted only by department chair. Prerequisites: IET 160 and MET 426.

IET 577. Robotics (4). Microprocessor applications in robotics, automated systems, and digital control. Lecture and laboratory. Similar to EET 477. Credit for both granted only by

department chair. Prerequisites: EET 375 and EET 342.

IET 582. Plastics and Composites (4). Composition, characteristics and classifications of plastics and composite materials incorporating design, industrial applications, processing, and fabrication. Similar to MET 382. Credit for both granted only by department chair. Prerequisites: CHEM 111/ 111L or CHEM 181/ 181L.

IET 583. Ceramics and Composites (4). Composition characterization and classification of ceramics and related composite materials incorporating industrial applications, processing, and fabrication. Similar to MET 483. Credit for both granted only by department chair. Prerequisites: CHEM 181 or CHEM 111.

IET 589. Master's Capstone (3-4). This seminar provides a review of the required courses and preparation for and administration of the comprehensive exam taken by MSET students. The review will also contribute to the program curriculum development. Prerequisites: within 10 credits of graduation or permission of the instructor and admission to the Master of Science in Engineering Technology Program.

IET 592. Field Studies (1-10). Prerequisite: faculty advisor and department approval. No more than 10 credits may be taken toward the master's degree. May be repeated for credit.

IET 595. Graduate Research (1-6). Conduct research or use for program evaluation activity. Prerequisite: permission of advisor. Maximum of six credits may be included on the course of study for the master's degree.

IET 596. Individual Study (1-6). May be repeated for credit.

IET 598. Special Topics (1-6).

IET 599. Seminar (1-5). May be repeated for credit.

IET 700. Thesis or Option (6).

Designed to credit and record supervised study for the master's thesis, non-thesis project, or

examination. Prerequisite: permission of chair of student's graduate faculty supervisory committee. May be repeated for up

to 6 credits. Grade will either be S or U.

English Department

College of Arts and Humanities

Ellensburg

Language and Literature Building, room 423

509-963-1546

Fax: 509-963-1561

www.cwu.edu/english

See website for how these programs may be used for educational and career purposes.

Faculty and Staff

Chair

George Drake, PhD

Professors

Laila Abdalla, PhD, English Medieval and Renaissance literature

Liahna Armstrong, PhD, American literature, popular culture, film

Patsy Callaghan, DA, rhetoric, world literature, English education

Toni Culjak, PhD, American, world, and multicultural literature, film

Bobby Cummings, PhD, rhetoric, English education, computer composition

George Drake, PhD, British literature, English novel

Loretta Gray, PhD, applied linguistics, composition, TESOL

Charles Xingzhong Li, PhD, linguistics, TESOL, linguistic approaches to literature

Terry Martin, PhD, English education, women's literature

Steven Olson, PhD, American literature, film

Paulus Pimomo, PhD, British literature, post colonial studies

Joseph Powell, MFA, creative writing, modern poetry

Gerald J. Stacy, PhD, English Renaissance literature

Christine A. Sutphin, PhD, Victorian literature, English novel, women's literature

Associate Professors

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Christopher Schedler, PhD, American and multicultural literature

Katharine Whitcomb, MFA, creative writing

Assistant Professor

Karen Gookin, MA, technical writing, composition

Emeritus Professors

Philip B. Garrison, MA, non-fiction, poetry writing, world, and Chicano literature

Mark W. Halperin, MFA, poetry writing, folk literature, modern poetry

Virginia Mack, PhD, general education, Irish literature

John L. Vifian, PhD 18th century literature, English novel

Senior Lecturer

Lila Harper, PhD

Staff

Theresa Stevens, secretary supervisor

Liberty Gibson, office assistant II

Department Information

The English department offers two options for the master of arts degree: master of arts, English (literature) and master of arts, English (TESOL - teaching English to speakers of other languages).

English Literature, MA

Master of Arts English (Literature)

The MA in English (literature) offers a rigorous, individualized program of advanced study of literature in English. Students choose from an array of courses and select a thesis/ project or exam option. Although allowed flexibility in their course of study, students are required to complete courses in British, American, and world literatures, as well as literary and critical theory. Students enter the program to further their understanding of literature, to strengthen their teaching qualifications, to broaden their writing experiences, or to prepare for doctoral work.

Admission Requirements

In addition to the university regulations concerning admission to graduate degree programs, students applying to the MA in English (literature) Program must also submit a writing sample of 5-10 pages directly to the English department. The writing sample must include the student's name, birth date and student ID number for identification. The GRE general test is also required for applicants to the MA in English (literature) Program.

General Requirements of the Program

Students will complete a thesis/ project or comprehensive examination. Students in each option take a minimum of 48 credits. At least 30 credits must be at the graduate level in English. Up to 15 credits may be taken in approved courses at the 400 level in English. Up to 10 credits may be taken in approved courses offered outside the English department.

Thesis/Project Option

Students who choose the thesis/ project option may complete a research thesis or a creative writing project. Students completing a creative writing project must take two 400-level creative writing courses, at least one in the genre of their proposed creative writing project. To prepare for and complete their thesis/ project, students must take English 588 and 6 credits of English 700 with the chair of their thesis/ project committee. In all cases, students will create in conjunction with a three-member faculty thesis/ project committee an analytical introduction and a reading list for their thesis/ project that includes both texts central to their thesis/ project and texts that contextualize their thesis/ project within their chosen field of study. After completing their thesis/ project, students must pass an oral exam administered by the committee over the thesis/ project introduction and reading list.

Exam Option

Students who choose the exam option create, in conjunction with a three-member faculty exam committee, an individualized reading list of the material covered in that student's coursework, and must pass a comprehensive written examination developed by the committee over that material. To prepare for and complete this exam, they will take three credits of English 596, Individual Study, with the chair of their exam committee.

Required Courses

- ENG 512 - Introduction to English Graduate Study **Credits:** (5)
- ENG 515 - Advanced Studies in American Literature **Credits:** (5)
- ENG 517 - Advanced Studies in World Literature **Credits:** (5)
- ENG 518 - Advanced Literary and Critical Theory **Credits:** (5)
- ENG 519 - Advanced Studies in British Literature **Credits:** (5)

Complete one of the following two options:

Thesis / Project Option

- Approved Electives (Includes two 400-level creative writing courses for creative writing projects) **Credits:** (15)
- ENG 588 - Thesis/ Project Colloquium **Credits:** (2)
- ENG 700 - Master's Thesis/ Project **Credits:** (1-6)
Must be taken for 6 credits.

Exam Option

- Approved Electives **Credits:** (20)
- ENG 596 - Individual Study **Credits:** (1-6)
Must be taken for 3 credits.

Total Credits: 48

English: TESOL, MA

The MA in English (TESOL) is an intensive program that can be completed in four quarters. The program is designed to foster the awareness, understanding, and skills necessary for the effective teaching of English to speakers of other languages. Through study in language, pedagogy, and culture, it prepares educators to work with adult language learners in the United

States and abroad. Graduates are qualified to work in colleges and universities, private institutes, and programs and schools in the United States and abroad that provide instruction in English.

Admission Requirements: Pre- or co-requisites to completion of the program include an upper-division linguistics course and intermediate to high proficiency in a second language. International students whose first language is not English automatically meet this proficiency prerequisite. Applicants can be admitted to the program without this background, but they will be required to gain it while enrolled in the program. Students who do not have the prerequisites or who have assistantships are strongly advised to complete the program over a two-year period due to the challenging workload. The language proficiency requirement may be met in one of three ways:

1. Thirty quarter credits of college courses in a foreign language with a minimum 3.0 GPA in those courses
2. Intermediate to high score on the Diagnostic ACTFL Oral Proficiency Interview
3. Intermediate to high score on the Diagnostic ACTFL Writing Proficiency Test

Applicants whose native language is not English are required to submit a minimum TOEFL score of 570 paper-based (230 computer-based/ 88 Internet-based; those with a baccalaureate degree from an accredited U.S. university may opt for a satisfactory TOEFL or GRE score. If the applicant's native language is English, scores for the GRE general test are required.

All applicants for assistantships must submit a writing sample of 5-10 pages directly to the English department. The writing sample must include the student's name, birth date, and student ID number for identification.

General Requirements of the Program: The program consists of 45 credits, as outlined below, and offers both a thesis and an exam option.

Thesis or Exam Option: The thesis option requires candidates to write a thesis and pass a one-hour oral examination over the thesis. In order to choose the thesis option, students must have a GPA of 3.75 or higher in the program. If the exam option is chosen, students must pass a comprehensive written examination and take an additional approved elective. In order to prepare for the exam, students will register for two credits of ENG 596.

Required Courses

- Department-approved electives Credits: (4)
- ENG 531 - Principles and Practices of TESOL **Credits:** (5)
- ENG 532 - Phonetics and Phonology **Credits:** (5)
- ENG 533 - Second Language Acquisition **Credits:** (5)
- ENG 535 - Linguistics, Literature, and TESOL **Credits:** (5)
- ENG 537 - Pedagogical Grammar and Discourse **Credits:** (5)
- ENG 538 - Pedagogical Grammar and Discourse II **Credits:** (5)
- ENG 592 - Practicum **Credits:** (1-5)
(Must be taken for 5 credits.)

Complete one of the following options:

Thesis Option

- ENG 700 - Master's Thesis/ Project **Credits:** (1-6)
(Must be taken for 6 credits.)

Exam Option

- Department-approved electives Credits: (4)
- ENG 596 - Individual Study **Credits:** (1-6)
(Should be taken for 2 credits.)

Total Credits: 45

English Courses

ENG 500. Professional

Development (1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered

through the university. May be repeated for credit. XG.

ENG 510. Teaching First-year

Composition (1-5). The study and practice of the teaching of composition. Associated classroom experience as a teaching assistant or other experience as approved by the department. Does not count

toward the MA degree. By permission. May be repeated for credit. Grade will either be S or U.

ENG 512. Introduction to English Graduate Study

(5). The philosophy of literature; research methods. Required of all MA candidates.

ENG 513. Composition Theory (5). Focuses on research, theories, and practical issues relevant to the teaching of composition.

ENG 515. Advanced Studies in American Literature (5). May be repeated for credit under a different subtitle. Prerequisite: ENG 512.

ENG 517. Advanced Studies in World Literature (5). May be repeated for credit under a different subtitle. Prerequisite: ENG 512.

ENG 518. Advanced Literary and Critical Theory (5). Advanced study of the theory and practice of various critical perspectives and strategies as they inform the study of literary texts. Prerequisite: ENG 512.

ENG 519. Advanced Studies in British Literature (5). May be repeated for credit under different a subtitle. Prerequisite: ENG 512.

ENG 531. Principles and Practices of TESOL (5). Focuses on research, theories, and approaches relevant to the teaching of English to speakers of other languages. Prerequisite: admittance to the TESOL Graduate Program.

ENG 532. Phonetics and Phonology (5). Study of English phonetics and phonology as well as pronunciation pedagogy. Prerequisite: Admission to the TESOL Graduate Program.

ENG 533. Second Language Acquisition (5). Integrated historical and contemporary views

on language and non-language factors affecting second language acquisition and on methodology in second language teaching and learning. Co-prerequisites: ENG 532 and admission to the Graduate English TESOL Program.

ENG 535. Linguistics, Literature, and TESOL (5). Linguistic perspectives on an approaches to literature, with an emphasis on poetry and prose. Prerequisite: admission to the TESOL Graduate Program.

ENG 537. Pedagogical Grammar and Discourse (5). Study of English grammar and approaches to grammar instruction. Prerequisite: admission to the TESOL Graduate Program.

ENG 538. Pedagogical Grammar and Discourse II (5). Advanced study of English grammar, discourse, and approaches to grammar instruction. Prerequisite: ENG 537.

ENG 580. CWWP I: Writing Pedagogy (6). Summer course in which K-12 teachers learn to implement writing and language arts across the curriculum and prepare to lead teacher in-service workshops. Participants must register concurrently for EDCS 581. By permission.

ENG 588. Thesis/Project Colloquium (2). This course covers applied English research skills, including forms of inquiry,

literature reviews, annotated bibliographies, and scholarly conventions. Students will produce a formal research proposal.

Prerequisites: ENG 512 and graduate GPA of 3.7 or better.

ENG 591. Workshop (1-6). May be repeated for credit.

ENG 592. Practicum (1-5).

Supervised field experience in literacy education or teaching English as a second language/ foreign language. May be repeated for credit. Grade will either be S or U.

ENG 595. Graduate Research (2-10). For students doing advanced research, writing, and study. Prerequisite: ENG 512. Students using faculty time and departmental resources for thesis work must be registered for ENG 595 or 700. May not be included in the course of study for the master's degree. May be repeated for credit. Grade will either be S or U.

ENG 596. Individual Study (1-6). May be repeated for credit.

ENG 598. Special Topics (1-6). May be repeated for credit.

ENG 599. Seminar (1-5). May be repeated for credit.

ENG 700. Master's Thesis/Project (1-6). Designed to credit and record supervised study for the master's thesis/ project. May be repeated up to 6 credits. Grade will either be S or U.

Family and Consumer Sciences Department

College of Education and Professional Studies
Ellensburg
Michaelsen Hall, room 100

509-963-2766

Fax 509-963-2787

www.cwu.edu/family-consumer

See website for how these programs may be used for educational and career purposes.

Faculty and Staff

Chairs

Dorothy Chase, PhD

Robert Perkins, EdD

Professors

Kimberlee Bartel, PhD, business and marketing, career and technical education director
Jan Bowers, PhD, career and technical education, family and consumer sciences education
Robert Perkins, EdD, business and marketing, leadership, recreation and tourism
Marla Wyatt, PhD, family and consumer sciences education

Associate Professors

Dorothy Chase, PhD recreation and tourism
Barbara Masberg, PhD, recreation and tourism
Kenneth Cohen, PhD, recreation and tourism

Assistant Professors

Duane Dowd, PhD, CLFE, family studies
Andrea Eklund, MA, fashion merchandising
John Hudelson, PhD, global wine studies

Lecturers

Vivian Baglien, PhD, family consumer sciences education
Karen Bergh, MEd, family consumer sciences education
Richard DeShields, MA, family studies
Jaff Hagler, MA, recreation and tourism
Jodi Hoctor, BS, recreation and tourism
Ashley Lefever, family studies
Amy Mumma, MBA, global wine studies
Peggy Roberts, MA, family studies
Lynn Whelan, fashion merchandising

Emeritus Professors

Joan Amby, PhD, family studies
Willa Dene Powell, PhD, family and consumer sciences education
Carolyn Schactler, MS, apparel design
William Vance, EdD, recreation and tourism

Staff

Sheri Hubbard, grant program coordinator
Alex Lange, secretary senior

Program Directors

Kim Bartel, PhD, career and technical education
Dorothy Chase, PhD, recreation and tourism
Duane Dowd, PhD, family studies
Andrea Eklund, MA fashion merchandising
Amy Mumma, MBA global wine studies
Marla Wyatt, PhD, family and consumer sciences, family studies

Department Information

The graduate programs are designed to provide an opportunity for students to concentrate at the master's level in one or more of the subject areas related to family and consumer sciences and family and consumer sciences/ career and technical education. The goal of the program is to prepare persons for further graduate study, for public school or college teaching, as specialists in service agencies, or as professionals in, or consultants to business, industry, and government.

In consultation with a faculty advisor, and with the approval of the department chair, students may develop a program of courses in one of two specializations. Each student will complete a set of core courses plus coursework specific for each specialization. The core courses include research methods, applied statistics, field experience and the thesis credits. Students can use a thesis, or test, or project to fulfill thesis credit requirements. The two specializations include family and consumer sciences/ career and technical education, and family studies. All candidates shall complete an approved course of study filed with the Office of Graduate Studies and Research. The student's advisor and graduate committee members can be selected from another department. Application to graduate study is made through the Office of Graduate Studies and Research. Interested students are encouraged to contact the department chair for information and guidance.

**Master of Science Family and Consumer Sciences
Program Coordinator**

Jan Bowers, PhD
Michaelsen Hall, room 100

Purpose: The purpose of this program is to provide an opportunity for students to concentrate at the master's level in one or more of the subject areas related to family and consumer sciences. The goal of the program is to prepare persons for further graduate study, for public school or college teaching, as specialists in service agencies, or as professionals in, or consultants to business, industry, and government.

Program: In consultation with a faculty advisor, and with the approval of the department chair, students may develop a program of courses in one of two specializations. Each student will complete a set of core courses plus coursework specific for each specialization. The two specializations include family studies and family and consumer sciences/ career and technical education. All candidates shall complete at least 45 credits as outlined in an approved course of study filed with the Office of Graduate Studies and Research. The student's advisor and graduate committee, comprised of at least three faculty, will assist in the development of the program. With approval by the department chair and the committee chair, faculty can be selected from another department.

It is expected that four to six thesis credits will be included in the student's program.

Family and Consumer Sciences, Career and Technical Education Specialization, MS

Master of Science Family and Consumer Sciences

Program Coordinator

Jan Bowers, PhD
Michaelsen Hall, room 100

Purpose: The purpose of this program is to provide an opportunity for students to concentrate at the master's level in one or more of the subject areas related to family and consumer sciences. The goal of the program is to prepare persons for further graduate study, for public school or college teaching, as specialists in service agencies, or as professionals in, or consultants to business, industry, and government.

Program: In consultation with a faculty advisor, and with the approval of the department chair, students may develop a program of courses in one of two specializations. Each student will complete a set of core courses plus coursework specific for each specialization. The two specializations include family studies and family and consumer sciences/ career and technical education. All candidates shall complete at least 45 credits as outlined in an approved course of study filed with the Office of Graduate Studies and Research. The student's advisor and graduate committee, comprised of at least three faculty, will assist in the development of the program. With approval by the department chair and the committee chair, faculty can be selected from another department.

It is expected that four to six thesis credits will be included in the student's program.

Career and Technical Education Specialization

Graduate students enrolling in the FCS/ CTE Specialization Program, as entry-level professionals, will complete courses that prepare them to demonstrate entry-level employment competencies. Each student will work with a faculty advisor to identify his or her entry competency level. Each student will also work with a faculty advisor to identify the exit competency level required for each of the six specialization courses. The number of credits available for some of the specializations courses varies from 1 to 5 credits per course. The number of credits a student needs to earn for each specialization course will be dependent upon his or her entry skill level. The credit requirement for finishing the graduate program will be 45 credits.

Required Core Credits: 24-26

- FCSG 501 - Research Methods **Credits:** (4)
- FCSG 502 - Statistics **Credits:** (4)
- FCSG 509 - Civic Engagement **Credits:** (3)
- OR
- FCSG 590 - Cooperative Education **Credits:** (1-12)
Must be taken for 12 credits.
- FCSG 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-6)
FCSG 700 must be repeated for 4-6 credits.

Required Specialization Courses

- Department-approved electives **Credits:** (7-15)
- CTE 551 - Principles of Career and Technical Education **Credits:** (4-5)
- FCSG 526 - Program Delivery Methods **Credits:** (1-5)

- FS 582 - Curriculum Development **Credits:** (1-5)
- FS 522 - Survey of Research **Credits:** (1-5)

Total Credits: 45

Family and Consumer Sciences, Family Studies Specialization, MS

Master of Science Family and Consumer Sciences

Program Coordinator

Jan Bowers, PhD

Michaelsen Hall, room 100

Purpose: The purpose of this program is to provide an opportunity for students to concentrate at the master's level in one or more of the subject areas related to family and consumer sciences. The goal of the program is to prepare persons for further graduate study, for public school or college teaching, as specialists in service agencies, or as professionals in, or consultants to business, industry, and government.

Program: In consultation with a faculty advisor, and with the approval of the department chair, students may develop a program of courses in one of two specializations. Each student will complete a set of core courses plus coursework specific for each specialization. The two specializations include family studies and family and consumer sciences/ career and technical education. All candidates shall complete at least 45 credits as outlined in an approved course of study filed with the Office of Graduate Studies and Research. The student's advisor and graduate committee, comprised of at least three faculty, will assist in the development of the program. With approval by the department chair and the committee chair, faculty can be selected from another department.

It is expected that four to six thesis credits will be included in the student's program.

Family Studies Specialization

The family studies specialization is an advanced interdisciplinary study of interpersonal and family relationships. The graduate program has a strong emphasis on community involvement, practical application and research. Graduates are prepared for advanced career opportunities in family service agencies, parent education programs, family counseling centers, other family life education settings or doctoral study in family relations.

Graduate students in the family studies specialization who enter the program without prior coursework needed for preparing them for the graduate degree will need to take undergraduate courses as deficiencies or demonstrate sufficient knowledge in the area. Deficiency courses include FS 334, FS 433, and PSY 454.

Required Core Courses

- FCSG 501 - Research Methods **Credits:** (4)
- FCSG 502 - Statistics **Credits:** (4)
- FCSG 509 - Civic Engagement **Credits:** (3)
- OR
- FCSG 590 - Cooperative Education **Credits:** (1-12)
Must be taken for 12 credits.
- FCSG 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-6)
FCSG 700 must be repeated for six (6) credits.

Required Specialization Courses

- Department-approved electives **Credits:** (14)
- FS 532 - Family Interaction **Credits:** (4)
- FS 542 - Conflict Management **Credits:** (3)

Total Credits: 47

Career and Technical Education Courses

CTE 500. Professional

Development (1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to

degrees nor institutional requirements for endorsements or teaching certificates offered through the university. May be repeated for credit.
CTE 501. Research Methods (4). An examination of methods of

conducting research on human behavior with an emphasis on application. FCSG 501 and CTE 501 are cross-listed courses; students may not receive credit for both.
CTE 502. Statistics (4). Introduction to the quantitative statistics in

social sciences. Topics include conducting analysis using computer software (SPSS), evaluating the results of statistical analysis, and drawing appropriate conclusions. CTE 502 and FCSG 502 are equivalent courses; students may not receive credit for both.

CTE 522. Survey of Research (1-5). The historical, philosophical, and legislative basis of program development and profession growth. CTE 522, FCSG 522, and FS 522 are cross-listed courses; students may not receive credit for both. May be repeated for credit.

CTE 526. Program Delivery Methods (1-5). Course addresses theories of learning and human development in selecting program delivery strategies and resources. Includes models for management, assessment, evaluation, and public relations. CTE 526 and FCSG 526 are cross-listed courses; students may not receive credit for both. May be repeated for credit.

CTE 551. Principles of Career and Technical Education (4-5). This course addresses the planning and implementation of CTE programs including work and career, leadership development, advisory committees, program promotion, and professional responsibilities.

CTE 580. Administration (1-5). The study of the administration and directorship of the laws, trends, issues and agency or program standards. CTE 580 and FCSG 580 are cross-listed courses; students may not receive credit for both. May be repeated for credit.

CTE 581. Program Resource Management (1-5). Grant writing and the study of the local, state, and federal financing (both revenue and expenditure). CTE 581 and FCSG 581 are cross-listed courses; students may not receive credit for both. May be repeated for credit.

CTE 582. Curriculum Development (1-5). Use program standards to determine and

develop program scope and content. CTE 582, FS 582, and FCSG 582 are cross-listed courses; students may not receive credit for both. May be repeated for credit.

CTE 583. Partnerships and Advisory Committees (1-5).

Examination of how education systems create and use industry partnerships and advisory committees to enhance education programs. CTE 583 and FCSG 583 are cross-listed courses; students may not receive credit for both. May be repeated for credit.

CTE 584. Supervision and Evaluation (1-5). The development of constructive guidance, observation, and assessment skills. CTE 584 and FCSG 584 are cross-listed courses; students may not receive credit for both. May be repeated for credit.

CTE 590. Cooperative Education (1-8). An individualized, contracted field experience with business, industry, government, or social service agencies. This contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. May be repeated for credit. Grade will either be S or U.

CTE 592. Practicum (2-16). Supervised field experience in specialization content area. CTE 592 and FCSG 592 are cross-listed courses; students may not receive credit for both. Prerequisite: graduate standing. May be repeated for credit. Grade will either be S or U.

Family and Consumer Sciences General Courses

FCSG 500. Professional Development (1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university. May be repeated for credit.

FCSG 501. Research Methods (4). An examination of methods of conducting research on human behavior with an emphasis on application. FCSG and CTE 501 are cross-listed courses; students may not receive credit for both.

FCSG 502. Statistics (4). Introduction to the quantitative statistics in social sciences. Topics include conducting analyses using computer software (SPSS), evaluating the results of statistical analyses, and drawing appropriate conclusions. FCSG and CTE 502 are equivalent courses; students may not receive credit for both.

FCSG 509. Civic Engagement (3). Student will use program of study content knowledge to improve a community situation. UNIV 509, FCSG 509, EDAD 509, and EDCS 509 are layered courses; students may only receive up to 12 credits. May be repeated for credit. Grade will either be S or U.

FCSG 512. Career Transitions (4). Identify body of knowledge for profession and required skills. Investigate professional development options and assessment strategies for the options. Grade will either be S or U.

FCSG 522. Survey of Research (1-5). The historical, philosophical, and legislative basis of program development and profession growth. CTE 522, FCSG 522, and FS 522 are cross-listed courses; students may not receive credit for both. May be repeated for credit.

FCSG 526. Program Delivery Methods (1-5). Course addresses theories of learning and human development in selecting program delivery strategies and resources. Includes models for management, assessment, evaluation, and public relations. CTE 526 and FCSG 526 are cross-listed courses; students may not receive credit for both. May be repeated for credit.

FCSG 580. Administration (1-5). The study of the administration and

directorship of the laws, trends, issues and agency or program standards. CTE 580 and FCSG 580 are cross-listed courses; students may not receive credit for both. May be repeated for credit.

FCSG 581. Program Resource Management (1-5). Grant writing and the study of the local, state, and federal financing (both revenue and expenditure). CTE 581 and FCSG 581 are cross-listed courses; students may not receive credit for both. May be repeated for credit.

FCSG 582. Curriculum Development (1-5). Use program standards to determine and develop program scope and content. CTE 582, FS 582, and FCSG 582 are cross-listed courses, students may not receive credit for both. May be repeated for credit.

FCSG 583. Partnerships and Advisory Committees (1-5). Examination of how education systems create and use industry partnerships, and advisory committees to enhance education programs. CTE 583 and FCSG 583 are cross-listed courses; students may not receive credit for both. May be repeated for credit.

FCSG 584. Supervision and Evaluation (1-5). The development of constructive guidance, observation and assessment skills. CTE 584 and FCSG 584 are cross-listed courses; students may not receive credit for both. May be repeated for credit.

FCSG 590. Cooperative Education (1-12). An individualized, contracted field experience with business, industry, government, or social service agencies. This contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. May be repeated for credit. Grade will either be S or U.

FCSG 592. Practicum (2-16). Supervised field experience in specialization content area. CTE 592 and FCSG 592 are cross-listed

courses; students may not receive credit for both. Prerequisite: student must be at graduate standing to enroll in this course. May be repeated for credit. Grade will either be S or U.

FCSG 595. Graduate Research (1-10). Development and investigation of an approved laboratory or field research problem. By permission. Maximum of 6 credits may be included in course of study for the master's degree. Grade will either be S or U.

FCSG 596. Individual Study (1-6). May be repeated for credit.

FCSG 598. Special Topics (1-6). May be repeated for credit.

FCSG 599. Seminar (1-5). May be repeated for credit.

FCSG 700. Master's Thesis, Project Study, and/or Examination (1-6). Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/or examination. By permission. May be repeated up to 6 credits. Grade will either be S or U.

Family Studies Courses

FS 503. Family Communication (4). This course is designed to provide an overview of family dynamics and the processes that influence family communication and family functioning. FS 403, COM 403, and FS 503 are cross-listed courses; students may not receive credit for more than one.

FS 519. Research in Family Studies (4). Methods of research used in studying families and relationships, including measurement, research design, ethics, sampling, and casual inference. Students will complete a research project emphasizing application of material. FS 419 and FS 519 are cross-listed courses; students may not receive credit for both.

FS 522. Survey of Research (1-5). The historical, philosophical, and legislative basis of program

development and professional growth. CTE 522, FCSG 522, and FS 522 are cross-listed courses; students may not receive credit for both. May be repeated for credit.

FS 532. Family Interaction (4).

Analysis of relevant literature associated with establishing and maintaining interpersonal and family relationships. Prerequisite: 8 credits of upper-division coursework in family studies or the behavioral sciences.

FS 536. Parent Education (4).

Principles, methods, and materials for parent education with special attention given to program development, implementation, and evaluation.

FS 542. Conflict Management (3).

Introduction to conflict management. Topics include using power, analyzing personality traits, assessing conflict, negotiating skills, mediating skills, and how to build partnerships and long-term positive relationships in the work place and in one's personal life.

FS 544. Family Problems and Mediation (4). Problems arising out of the interaction of family members. Mediation techniques, family policy, and theories and ethics in studying families. FS 334 and FS 544 are layered courses; students may not receive credit for both.

FS 582. Curriculum Development (1-5). Use program standards to determine and develop program scope and content. CTE 582, FS 582, and FCSG 582 are cross-listed courses; students may not receive credit for both. May be repeated for credit.

FS 590. Cooperative Education in Family and Consumer Science (1-12). A field experience in business, industry, government, or service agency that is relevant to and consistent with the family life education profession. By permission.

Recreation and Tourism Courses**RT 500. Professional Development**

(1-5). Development topics and issues for inservice and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the

university. May be repeated for credit.

RT 505. Hospitality Catering (3). Basics of off-premise catering including menu planning, budgeting, logistics, and marketing. NUTR 405, RT 405, and RT 505 are cross-listed courses; students may

not receive credit for more than one.

RT 591. Workshop (1-6). May be repeated for credit.

RT 596. Individual Study (1-6). May be repeated for credit.

RT 599. Seminar (1-5). May be repeated for credit under different titles.

Foreign Languages Department

College of Arts and Humanities

Ellensburg

Language and Literature Building, room 102

509-963-1218

Fax: 509-963-1959

www.cwu.edu/foreign-language

See Web site for how this programs could be used for educational and career purposes.

Faculty and Staff**Chair**

Rodney Bransdorfer, PhD

Professors

Rodney Bransdorfer, PhD, Spanish, applied linguistics

Natalie Lefkowitz, PhD, Spanish, applied linguistics

Stella Moreno, PhD, Spanish

Joshua Nelson, PhD, Japanese

Associate Professors

Nathalie Kasselis-Smith, PhD, Spanish

Dieter Romboy, PhD, German

Assistant Professors

Mei Chun, PhD, Chinese

Dinara Georgeoliani, PhD, Russian

Alejandro Lee, PhD, Spanish

Eric Mayer, PhD, Spanish

Emeritus Faculty

Elbert E. Bilyeu, PhD, Spanish

Eva-Marie Carne, PhD, German

Ilda Marie Easterling, PhD, French

Kelton W. Knight, PhD, French

M. Nancy Lester, PhD, Spanish

Carlos E. Martin, PhD, Spanish

Christian Immo Schneider, PhD, German

Rosco N. Tolman, PhD, Spanish

Lecturers

Steven L. Cook, BA, lecturer

Mariko Okada-Collins, MA, lecturer

Staff

Lindsay Groce, secretary senior

Department Information

The Department of Foreign Languages does not offer any graduate degrees.

Foreign Language Course**FNLA 500. Professional**

Development (1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or

teaching certificates offered through the university. May be repeated for credit. Xclud GPA.

Spanish Course**SPAN 500. Professional**

Development (1-5). Development topics and issues for in-service and continuing education of

professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university. May be repeated for credit.

Geography Department

College of the Sciences

Ellensburg

Dean Hall, room 301

509-963-1188

Fax: 509-963-1047

www.cwu.edu/geography

See website for how these programs may be used for educational and career purposes.

Faculty and Staff**Chair**

James Huckabay, PhD

Professors

Anthony Gabriel, PhD, hydrology, lake and river ecosystems, coastal and wetlands management

Robert Hickey, PhD, environmental impacts, coastal zones, GIS, Australia

James Huckabay, PhD, energy resources, climatology, resource conflict management, Europe

Robert Kuhlken, PhD, land-use planning, cultural ecology, historical geography, Oceania

Karl Lillquist, PhD, physical geography, geomorphology, soils, environmental change in arid and alpine watersheds

Morris Uebelacker, PhD, human geography, Yakima River basin, field methods

Assistant Professors

John Bowen, PhD, economic geography, transportation geography, Asia

Jennifer Lipton, PhD, cultural ecology, remote sensing, climate change, Latin America

Mathew Novak, PhD, urban land-use planning, historical geography, GIS

Michael Pease, water resources, watershed planning and analysis, North America

Craig Revels, PhD, cultural-historical geography, landscape, Latin America

Megan Walsh, PhD, biogeography, paleoecology, NW fire history, climate change

Senior Lecturer

Elaine K. Glenn, MS, political geography, world regional geography, Middle East

Lecturer

Clay Arango, PhD, environmental geography, field methods, aquatic landscapes

Emeritus Faculty

Joel M. Andress, PhD

James Brooks, PhD

Dee Eberhart, MA

Kenneth Hammond, PhD

Nancy Hultquist, PhD

Martin Kaatz, PhD

George Macinko, PhD

John Ressler, PhD

Staff

David Cordner, instructional technician
Marilyn Mason, secretary senior

Department Information

Geography jointly coordinates the master of science degree program in resource management with the Department of Anthropology. For further information see resource management.

Geography Courses**GEOG 527. Environmental**

Archaeology (4). Analyses of sediments and plant and animal remains from archaeological sites are used to explore relationships between humans and their environments. Case studies

combine natural and physical sciences to study long-term change in landscapes and ecosystems. ANTH 427, ANTH 527, GEOG 427, GEOG 527 are cross-listed courses; students may not receive credit for more than one. Graduate credit requires an additional research

paper to be specified in syllabus.

Prerequisites: ANTH 120 or GEOG 107.

GEOG 596. Individual Study (1-6).

May be repeated for credit.

GEOG 599. Seminar (1-5). May be repeated for credit.

Geological Sciences Department

College of the Sciences
Ellensburg
Lind Hall, room 108B
509-963-2702
Fax: 509-963-2821

www.geology.cwu.edu

See website for how these programs may be used for educational and career purposes.

Faculty and Staff**Chair**

Lisa L. Ely, PhD

Professors

Wendy A. Bohrsen, PhD, volcanology, isotope geochemistry, igneous petrology
Lisa L. Ely, PhD, geomorphology, paleohydrology, and quaternary geology
Carey Gazis, PhD, environmental geochemistry, stable isotope geochemistry, and hydrogeology
Jeffrey Lee, PhD, active and regional tectonics, structural geology
Timothy I. Melbourne, PhD, seismology, continental dynamics
M. Meghan Miller, PhD, crustal deformation, GPS geodesy, active tectonics, and remote sensing
Charles M. Rubin, PhD, paleoseismology, earthquake hazards, and active tectonics

Assistant Professors

Anne Eggers, PhD, Earth science education and structural geology
Audrey Huerta, PhD, science honors research program, and geodynamics
Susan Kaspari, PhD, climate
Chris Mattinson, PhD, mineralogy and petrology

Lecturers

Keegan Fengler, MS, earthquakes
Marie Ferland, PhD, marine stratigraphy, climate change
Winston Norrish, PhD, petroleum geology
Marc Noel, MS, petrology

Emeritus Professors

Robert D. Bentley, PhD, structural geology, igneous and metamorphic petrology, regional geology of the Pacific Northwest
James Hinthorne, PhD, mineralogy, geochemistry, spatial information systems

Staff

Rex Flake, tiltmeter engineer, PANGA network engineer and geologist
Andrew Miner, PANGA network engineer and geologist
Moriah Kauer, secretary

V. Marcelo Santillan, scientific programmer and GPS data analyst
Craig Scrivner, systems analyst
Linda Shepard, fiscal specialist
Nick Zentner, instructional technician supervisor

Geological Sciences, MS

Program Objectives and Description: The graduate program in the geological sciences is designed to prepare students for professional employment in geoscience careers in industry, consulting firms, local, state, or federal government, teaching at the community college or secondary level, and serves as a foundation for graduate studies beyond the MS level. It is also suitable training for careers in environmental law and natural resource and hazard planning. The department encourages an integrative, multi-disciplinary approach.

Admission Requirements: Incoming students are expected to meet the requirements of the graduate school, have a solid background in science and mathematics, and show evidence of superior scholarship. All students entering the MS program are expected to have a background equivalent to that required for the bachelor of science degree in geology at CWU and to have completed a geological field camp for college credit. Applicants must provide Graduate Record Examination (GRE) scores for the general test. Graduates in chemistry, physics, engineering, biology, or other technical disciplines are also encouraged to apply. Deficiencies in the student's undergraduate training as determined by the Department of Geological Sciences at the time of matriculation must be removed without graduate credit during the first year of graduate study. If English is a secondary language, students must score 550 or above on the TOEFL examination.

Application Deadlines and Supporting Materials: Applications and all supporting materials are due by February 1 for fall quarter entrance. Applications will include a statement of your background and purpose, official transcripts, general GRE scores, and three letters of recommendation.

Program Requirements: The department offers an MS degree that requires a minimum of 60 credits of graduate study. Fifty-four credits are earned from coursework and research (35 credits at the 500 level or above) and six credits are allowed for thesis (GEOL 700). All graduate students must register for GEOL 501, Current Topics in Geology, and GEOL 502, Regional Geology of the Pacific Northwest, (both during the fall quarter of their first year), and GEOL 503, Introductory Graduate Research Methods (during the winter quarter of their first year). GEOL 504, Graduate Seminar Series, is required during the first six quarters of a student's graduate program. Candidates must pass a final oral examination on their thesis project and supporting coursework, given by a thesis committee consisting of the thesis advisor and two other faculty. Normal completion of the master of science requires two academic years and an intervening summer of field study. Students may be encouraged to begin field work prior to matriculation.

Areas and Electives in Specialization: Course requirements are tailored to the individual student's academic background, professional goals, and research interests through advising from the graduate faculty and thesis committee chair. The greatest departmental strengths are in active and regional tectonics, seismology, geodesy, geomorphology and quaternary geology, paleohydrology, environmental geo-chemistry, mineralogy, petrology, and volcanology. The department is a participating member of the Southern California Earthquake Center, a National Science Foundation sponsored (NSF) science and technology center. The department houses the data analysis center for the Pacific Northwest Geodetic Array (PANGA), a network of continuously operating GPS receivers distributed throughout the Pacific Northwest, the U.S., and Canada. In addition, the department has strong ties with the Jet Propulsion Laboratory (JPL), administered by Caltech for National Aeronautics and Space Administration (NASA); the opportunity to participate in JPL programs is a unique feature of the Geology Program at Central. The department is a participating member of the Western North America Interferometric Synthetic Aperture Radar Consortium (WinSAR) and Incorporated Research Institutions for Seismology (IRIS).

Central Washington University lies on the Columbia River basalt plateau, adjacent to the crystalline core and majestic volcanoes of the Cascade Mountains. Seismicity and active volcanism of the Cascadia subduction zone, highly deformed rocks of northern Washington and British Columbia, and a water- and natural-resource-based economy in central Washington provide ideal opportunities to study a wide variety of geologic problems.

Equipment and Computer Facilities: The geological sciences department has excellent research computer facilities including Linux computation workstations and file storage and department mail, web and ftp servers. A mix of Macs and PCs are used for image processing, basic data analysis, and generating papers and presentations. Software packages available for data processing on these platforms include GIPSY, SAC, MatLab, ArcGIS, GAMIT, LAPACK, GSL, compilers, and other development tools.

The Geodesy Laboratory houses the data processing center for the Plate Boundary Observatory and PANGA. The laboratory analyzes continuous data from the permanent GPS array in the western United States. Processing is done on a dedicated 60-node Linux cluster. Additional geodesy equipment includes a number of Trimble SSI and 4700 receivers and digital surveying equipment (Leica Total Stations and Trimble kinematic GPS).

The department has Nikon and Leica petrographic microscopes, research polarizing reflected and transmitting light microscopes, with CCD-video camera displays.

With support from CWU, the national Science Foundation, and the M. I. Murdock Charitable Trust, the department has acquired sample preparation facilities, a geochemistry laboratory with an ICP-MS and stable-isotope mass spectrometer, and an automated Philips PW 3400 Powder X-Ray Diffractometer. Laboratories include a stable isotope laboratory, equipped with a general purpose extraction line for analysis of waters, carbonates, and soils, and a modern geochemistry laboratory, equipped for isotopic, major-element, and trace-element analysis of Earth materials.

Graduate Committee: The student must have a three-member graduate committee, selected in consultation with the advisor; two members must be from the geological sciences department.

Examination: Candidates must pass a final examination on their thesis and coursework.

Geological Sciences, MS

Program Objectives and Description: The graduate program in the geological sciences is designed to prepare students for professional employment in geoscience careers in industry, consulting firms, local, state, or federal government, teaching at the community college or secondary level, and serves as a foundation for graduate studies beyond the MS level. It is also suitable training for careers in environmental law and natural resource and hazard planning. The department encourages an integrative, multi-disciplinary approach.

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Equipment and Computer Facilities: The geological sciences department has excellent research computer facilities including Linux computation workstations and file storage and department mail, web and ftp servers. A mix of Macs and PCs are used for image processing, basic data analysis, and generating papers and presentations. Software packages available for data processing on these platforms include GIPSY, SAC, MatLab, ArcGIS, GAMIT, LAPACK, GSL, compilers, and other development tools.

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The department has Nikon and Leica petrographic microscopes, research polarizing reflected and transmitting light microscopes, with CCD-video camera displays.

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Graduate Committee: The student must have a three-member graduate committee, selected in consultation with the advisor; two members must be from the geological sciences department.

Examination: Candidates must pass a final examination on their thesis and coursework.

Required Courses

- GEOL 501 - Current Topics in Geology **Credits:** (3)
- GEOL 502 - Regional Field Geology of the Pacific Northwest **Credits:** (2)
- GEOL 503 - Introductory Graduate Research Methods **Credits:** (3)
- GEOL 504 - Graduate Seminar Series **Credits:** (1)
Credits: (6)

Subtotal Credits: 14

Electives and Seminars (to be selected by advisement) Credits: 25-31

- GEOL 595 - Graduate Research **Credits:** (1-10)
Credits: (9-15)
- GEOL 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-6)
Credits: (6)

Total Credits: 60

Geological Sciences Courses

GEOL 501. Current Topics in Geology (3). Course will introduce beginning graduate students to current research topics in a variety of subdisciplines in geology through readings, discussions, and student presentations.

GEOL 502. Regional Field Geology of the Pacific Northwest (2). Field studies in the Pacific Northwestern United States and Canada.

GEOL 503. Introductory Graduate Research Methods (3). Discussion and exploration of research methods in geology, including library and Internet resources,

thesis project selection and design, and literature review. Prerequisites: GEOL 501 and GEOL 502. Three hours per week.

GEOL 504. Graduate Seminar Series (1). Research seminar series comprising the Geological Sciences weekly seminar series. Includes discussion with speaker following seminar. May be repeated for a total of 12 credits. Grade will either be S or U.

GEOL 515. Earthquake Geology and Neotectonics (5). Geomorphology, stratigraphy, and structural geology applied to the study of active faults and folds in a

variety of tectonic settings. Relation of seismicity and geodetic measurements to geologic structure and active tectonic processes. Three hours of lecture and four hours of laboratory per week. GEOL 415 and 515 are layered courses; students may not receive credit for both. Prerequisites: Either GEOL 101 or 102, and 101LAB.

GEOL 523. The Cryosphere (5). Components of the cryosphere (ice sheets, mountain glaciers, ice shelves, global snow cover, sea ice extent, and permafrost/ frozen ground) will be examined, including anticipated changes in

the cryosphere due to changing climate. GEOL 423 and GEOL 523 are layered courses; students may not receive credit for both.

Prerequisites: GEOL 501 and GEOL 502.

GEOL 525. Environmental

Geochemistry (5). Global geochemical cycles, influences of rocks and soils on water chemistry, behavior of isotopes and trace elements. Includes class project studying local environmental geochemistry topic. Three lectures plus one three-hour lab per week. GEOL 425 and GEOL 525 are layered courses; students may not receive credit for both.

Prerequisites: CHEM 181, 181LAB, CHEM 182, and 182LAB.

GEOL 528. Pacific Northwest

Active Continental Margin

Geology (1-5). Through a problem-solving approach, students will learn how geoscientists developed our understanding of active continental margin tectonics and volcanism in the Pacific Northwest and how current research is advancing frontiers of knowledge. By permission. May be repeated up to 8 credits.

GEOL 530. Remote Sensing (5). Principles of acquisition, analysis, and use of remotely sensed data (LANDSAT, SPOT, Ikonos, etc.). Applied experience using image-processing software. Three hours lecture and three hours laboratory per week. GEOG 430, 530, and GEOL 430 are cross-listed courses; students may not receive credit for more than one. Prerequisites: GEOG 410 or GEOL 210.

GEOL 532. Field Geodetic

Techniques (3). Training in field geodetic techniques, including scientific application of two or more precision-surveying instruments: geodetic GPS, differential GPS, and electronic distance meter. Three hours a week and field project, or one-week field course. GEOL 432 and GEOL 532 are layered courses;

students may not receive credit for both. Prerequisites: GEOL 101 or GEOL 102, 101LAB, GEOL 200, and GEOL 210.

GEOL 534. Petroleum Geology (5).

Petroleum geology delivers a comprehensive introduction to the application of geology in the oil and gas industry, including the origin and occurrence of petroleum, application of geology in exploration and production, and the evolution of the industry in the context of global demand. GEOL 434 and GEOL 534 are layered courses; students may not receive credit for both. Prerequisites: GEOL 101, 101LAB, GEOL 370, and either GEOL 200 or GEOL 210.

GEOL 541. Climate Variability and Climate Change (5).

Examine past, present, and future changes in climate, and the factors that contribute to climate change of various timescales. GEOL 441 and GEOL 541 are layered courses; students may not receive credit for both. Prerequisite: GEOL 200.

GEOL 545. Hydrogeology (5).

Study of the occurrence and movement of ground water using geology, hydrology, and geochemistry, with an emphasis on practical problems in water management. Three hours lecture and three hours laboratory per week. GEOL 445 and GEOL 545 are layered courses; students may not receive credit for both.

Prerequisites: GEOL 101 or GEOL 102, 101LAB, and MATH 154.

GEOL 553. Seismology (5).

Elasticity theory, the wave equation, ray theory, diffraction, waveform modeling, travel time inversion. Data analysis. Three hours lecture and four hours of scientific computing lab per week. Offered alternate years. GEOL 453 and GEOL 553 are layered courses; students may not receive credit for both. Prerequisite: MATH 173.

GEOL 556. Geodynamics (5). Study of plate tectonics and mountain

building processes that shape our Earth. Lab includes introduction to Matlab software for analysis and visualization. Required field trip. GEOL 456 and GEOL 556 are layered courses; student may not receive credit for both. Prerequisite: GEOL 101. Co-requisite: MATH 172.

GEOL 563. Tectonic Investigations

(2). Classroom study and analysis of tectonics of a selected region. Emphasis will be on developing background skills and knowledge to undertake a tectonic field investigation in GEOL 463LAB or 563LAB. GEOL 463 and GEOL 563 are layered courses; students may not receive credit for both. Prerequisite: GEOL 360. By permission.

GEOL 563LAB. Tectonic Field

Investigation (3). Tectonic investigation and analysis of select field sites employing a variety of field and laboratory measurements such as mapping, tectonic geomorphology, GPS and Total Station surveying. Course consists of either weekly local field trips during the quarter, or single one-week field trip over spring break to another region. GEOL 463LAB and 563LAB are layered courses; students may not receive credit for both. Corequisite: GEOL 563.

GEOL 565. Tectonic Evolution of Orogenic Belts

(2). Overview of the tectonic, structural, stratigraphic, and geophysical evolution of orogenic belts. Two hours of discussion and student presentation per week. May be repeated once for credit under a different title.

GEOL 570. Fluvial

Geomorphology (4). Advanced course covering hydrologic and geomorphic processes in rivers. Exploration of current geomorphic research, practical experience in field techniques, and geomorphic models. Prerequisite: GEOL 386.

GEOL 574. Quaternary Geology

(4). Study of geological processes

affecting Earth's most recent history. Course emphasizes global quaternary environmental change, glacial epochs, paleoclimatic methods, and dating techniques. GEOL 474 and 574 are layered courses; students may not receive credit for both. Prerequisite: GEOL 386.

GEOL 575. Petrography and Petrogenesis (5). Petrogenetic, hand specimen and thin section study of igneous, metamorphic or sedimentary rocks. Three hours lecture and four hours laboratory or field work per week. Required field trips. GEOL 475 and GEOL 575 are layered courses; students may not receive credit for both. Offered in alternate years. By permission.

GEOL 578. Volcanology (5). Study of volcanoes and associated deposits, styles of eruption, physical and chemical controls on eruption mechanisms and volcanic hazards and hazard mitigation.

Three hours lecture and four hours laboratory per week. Required field trips. GEOL 478 and GEOL 578 are layered courses; students may not receive credit for both. Offered in alternate years. By permission.

GEOL 583. Isotope Geochemistry (5). Covers principles of isotope geochemistry and applications to studies of geological processes such as hydrologic cycling, volcanic petrogenesis, and climate change. Three hours lecture per week and required laboratory work and field trips. GEOL 483 and GEOL 583 are layered courses; students may not receive credit for both. Offered in alternate years. Prerequisites: CHEM 182, 182LAB, and MATH 154.

GEOL 584. Geochronology (5). Principles, analytical methods, and interpretation of several of the most widely applied geochronologic methods. Computer-based data analysis of problems in igneous and

metamorphic petrology, structural geology, sedimentary geology, geomorphology, paleoseismology, and planetary science. GEOL 484 and 584 are layered courses; students may not receive credit for both. Prerequisites: MATH 172 and GEOL 346.

GEOL 595. Graduate Research (1-10). May be repeated for credit. Grade will either be S or U.

GEOL 596. Individual Study (1-5). May be repeated for credit.

GEOL 598. Special Topics (1-6). May be repeated for credit.

GEOL 599. Seminar (1-5). May be repeated for credit.

GEOL 700. Master's Thesis, Project Study, and/or Examination (1-6). Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/ or examination. By permission. May be repeated up to 6 credits. Grade will either be S or U.

History Department

College of Arts and Humanities

Ellensburg

Language and Literature Bldg., room 100

509-963-1655

Fax: 509-963-1654

www.cwu.edu/history

See website for how this program may be used for educational and career purposes.

Faculty and Staff

Chair

Karen J. Blair, PhD

Professors

Karen J. Blair, PhD, 20th century U.S., women's history

Roxanne Easley, PhD, Russia, Eastern Europe

Daniel Herman, PhD, U.S. pre-1877

Marilyn Levine, PhD, Modern China

Marji Morgan, PhD, 19th century British social and cultural history

Associate Professors

Jason Knirck, PhD, Britain/ British Empire, Western Europe

Stephen Moore, PhD, Pacific Northwest, foreign relations, social studies education

Assistant Professor

Jason Dormady, PhD, Modern Mexico and Latin America, U.S. Borderlands

Visiting Professor

Brian Carroll, PhD, U.S. Colonial, American Revolution, Native American

Emeritus Professors

Beverly Heckart, PhD, Germany, Europe

Zoltan Kramar, PhD, Ancient World

Larry Lowther, PhD, Colonial and Revolutionary America

Kent Richards, PhD, American West, Pacific Northwest

Staff

K. Angie Hill, secretary

Master of Arts History

Master of arts students may choose from among three different options: thesis, project, or written examination. Please note that the thesis option, but not the project and written exam options, may require students to fulfill the department's foreign language requirement.

Thesis: This option is appropriate for those who wish to pursue a PhD, either immediately after receiving the MA or at some point in the future. A thesis is a lengthy monographic work (usually 50 to 150 pages long) that addresses a topic of importance to historians in an original way.

Project: Occasionally, when student background or experience allows, and when faculty availability and expertise exists, students may complete a project in lieu of the traditional thesis. A project may take the form of a narrative history, a documentary film, or website, or some other effort approved by the committee.

Written examination: This option consists of an eight-hour written exam given at the end of one's graduate career. It is designed for students who do not plan to pursue a PhD in history. It is especially useful for secondary school teachers who want to attain the MA in a timely manner.

Graduate Fields of Study

Whether pursuing the thesis, a project, or the exam option, students must choose a primary field of study from a list of fields approved by the faculty. Currently, the Department of History offers the following primary fields. Fields other than those listed need prior approval from the student's advisor.

Colonial/ Revolutionary America
19th century America

20th century America
 American Foreign Relations
 American West
 American Environmental History
 American Women's History
 Pacific Northwest History
 American Social History
 American Cultural History
 Native American History
 Colonial Latin America
 Modern Latin America
 Imperialism
 Pre-imperial Russia
 Imperial Russia
 Soviet Union
 Modern Britain and the Empire
 Modern Ireland
 Modern France
 Modern Germany
 Comparative Gender and Colonialism
 Ming/ Qing China
 20th century China
 Modern Japan
 Modern Southeast Asia
 Environmental History

Thesis Requirements and Timeline

Before starting research on a thesis, you must choose an advisor and submit to her/ him a short research prospectus. The prospectus is a proposal of about 8-10 pages, including the following:

- The topic and scope of your thesis or project
- A tentative thesis statement
- The primary sources you intend to use
- Historiographical review, including a statement of your work's place within it
- Preliminary chapter outline.

Once your advisor approves your prospectus, she or he will assist you in assembling a thesis committee composed of three historians or, in rare cases, two historians and one academic specialist from outside the department (as approved by the advisor). The prospectus must be submitted on or before the third week of the fourth quarter or before the completion of 30 credits, whichever comes last, and must be defended before the assembled committee before the end of the fourth full quarter of graduate study. By the end of the sixth full quarter, the student must submit at least one completed chapter of the thesis to the thesis director/ advisor for approval. Students who do not meet the above deadlines for submission/ approval of a prospectus and chapter may not be permitted to continue to pursue the thesis option. After the thesis is complete, the student will defend his/ her findings before his/ her committee. The final draft of the thesis (the draft to be defended) must be given to both secondary advisors at least three weeks in advance of the defense date.

Project Requirements and Timeline

As with the thesis, students who choose the project option must enlist an advisor and submit to her/ him a short research prospectus (see thesis requirements, above, for prospectus guidelines). The prospectus must be submitted on or before the third week of the fourth quarter or before the completion of 30 credits, whichever comes last, and must be defended before the end of the fourth full quarter. Once your advisor approves your prospectus, she/ he will assist you in assembling a thesis committee composed of three historians or, in rare cases, two historians and one academic specialist from outside the department (as approved by the advisor). The prospectus must be submitted on or before the third week of the fourth quarter or before the completion of 30 credits, whichever comes last, and must be defended before the assembled committee before the end of the fourth full quarter of graduate study. By the end of the sixth full quarter, the student must submit a significant part of the project to her/ his director/ advisor for approval. Students who do not meet the above deadlines may not be permitted to further pursue the project option. After the project is completed, the student will defend his/ her work before his/ her committee.

Exam Requirements and Timeline

Students who choose the exam option must select an advisor by the beginning of fourth quarter or after completion of 30 credits, whichever comes last. In advance of the exam, the exam director/ advisor will work with the student to choose a

committee and to delineate a major field (see list of fields above). In consultation with the advisor, the student will then develop a major field bibliography consisting of at least 30 books that must be read in preparation for the exam. The student must also choose a second advisor who will help the student develop a minor field bibliography of at least 15 books. The exam will consist of three (3) written questions in the major field and two written questions (2) in the minor field. After the exam is completed, the student must defend her/ his answers before the committee.

Foreign Language Requirement

At advisor's discretion, students who choose the thesis option may be required to meet the department's foreign language requirement. The requirement can be met in two ways: (1) by attaining a grade of B in the final course of a two-year sequence of undergraduate-level foreign language instruction (the sixth quarter or fourth semester) either during the student's undergraduate or graduate career; (2) by passing the department's foreign language exam. The department's foreign language exam requires students to translate (usually a paraphrase rather than a word-for-word translation) two short passages, one from a primary source and one from secondary literature. Students taking the language exam may use dictionaries. Faculty members with the appropriate language skills will grade the exam on a pass/ fail basis. If you plan to enter a PhD program in the future, we strongly urge you to gain proficiency in at least one foreign language during your MA career.

History, MA

Master of Arts History

Master of arts students may choose from among three different options: thesis, project, or written examination. Please note that the thesis option, but not the project and written exam options, requires students to fulfill the department's foreign language requirement.

Thesis: This option is appropriate for those who wish to pursue a PhD, either immediately after receiving the MA or at some point in the future. A thesis is a lengthy monographic work (usually 50 to 150 pages long) that addresses a topic of importance to historians in an original way.

Project: Occasionally, when student background or experience allows, and when faculty availability and expertise exists, students may complete a project in lieu of the traditional thesis. A project may take the form of a narrative history, a documentary film, or website, or some other effort approved by the committee.

Written examination: This option consists of an eight-hour written exam given at the end of one's graduate career. It is designed for students who do not plan to pursue a PhD in history. It is especially useful for secondary school teachers who want to attain the MA in a timely manner.

Required Courses

- HIST 511 - Historiography **Credits:** (5)
- HIST 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-6)
Must take 6 credits.

Students must take 15 credits of the following:

- HIST 512 - History Graduate Readings Seminar **Credits:** (5)
- HIST 515 - History Graduate Research Seminar **Credits:** (5)
These courses may be repeated.

Department-approved electives from 500 level courses in History. Credits: 10

Department-approved electives from 400-500 level courses in History

or other approved fields (courses must pertain to student's thesis). Credits: 9

Total Credits: 45

Graduate Fields of Study

Whether pursuing the thesis, a project, or the exam option, students must choose a primary field of study from a list of fields approved by the faculty. Currently, the Department of History offers the following primary fields. Fields other than those listed need prior approval from the student's advisor.

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20th century America
American Foreign Relations
American West

American Environmental History
 American Women's History
 Pacific Northwest History
 American Social History
 American Cultural History
 Native American History
 Colonial Latin America
 Modern Latin America
 Imperialism
 Pre-imperial Russia
 Imperial Russia
 Soviet Union
 Modern Britain and the Empire
 Modern Ireland
 Modern France
 Modern Germany
 Comparative Gender and Colonialism
 Ming/ Qing China
 20th century China
 Modern Japan
 Modern Southeast Asia
 Environmental History

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Project Requirement and Timeline

As with the thesis, students who choose the project option must enlist an advisor and submit to her/ him a short research prospectus (see thesis requirements, above, for prospectus guidelines). The prospectus must be submitted on or before the third week of the fourth quarter or before the completion of 30 credits, whichever comes last, and must be defended before the end of the fourth full quarter. Once your advisor approves your prospectus, she/ he will assist you in assembling a thesis committee composed of three historians or, in rare cases, two historians and one academic specialist from outside the department (as approved by the advisor). The prospectus must be submitted on or before the third week of the fourth quarter or before the completion of 30 credits, whichever comes last, and must be defended before the assembled committee before the end of the fourth full quarter of graduate study. By the end of the sixth full quarter, the student must submit a significant part of the project to her/ his director/ advisor for approval. Students who do not meet the above deadlines may not be permitted to further pursue the project option. After the project is completed, the student will defend his/ her work before his/ her committee.

Exam Requirements and Timeline

Students who choose the exam option must select an advisor by the beginning of fourth quarter or after completion of 30 credits, whichever comes last. In advance of the exam, the exam director/ advisor will work with the student to choose a committee and to delineate a major field (see list of fields above). In consultation with the advisor, the student will then develop a major field bibliography consisting of at least 30 books that must be read in preparation for the exam. The student

must also choose a second advisor who will help the student develop a minor field bibliography of at least 15 books. The exam will consist of three (3) written questions in the major field and two written questions (2) in the minor field. After the exam is completed, the student must defend her/ his answers before the committee.

Foreign Language Requirement

Those who choose the thesis option must meet the department's foreign language requirement. The requirement can be met in two ways: (1) by attaining a grade of B in the final course of a two-year sequence of undergraduate-level foreign language instruction (the sixth quarter or fourth semester) either during the student's undergraduate or graduate career; (2) by passing the department's foreign language exam. The department's foreign language exam requires students to translate (usually a paraphrase rather than a word-for-word translation) two short passages, one from a primary source and one from secondary literature. Students taking the language exam may use dictionaries. Faculty members with the appropriate language skills will grade the exam on a pass/ fail basis. If you plan to enter a PhD program in the future, we strongly urge you to gain proficiency in at least one foreign language during your MA career.

History Courses

HIST 511. Historiography (5).

HIST 512. History Graduate Readings Seminar (5). May be repeated for credit.

HIST 515. History Graduate Research Seminar (5). May be repeated for credit.

HIST 522. British Isles to 1763 (5). The British Isles from Roman times to the conclusion of the Seven Year War. Course will cover the rise of the English monarchy, the Renaissance, and Reformation in England, and the beginnings of the British Empire. HIST 422 and HIST 522 are layered courses; students may not receive credit for both.

HIST 523. The Irish Revolution (5). History and historiography of the Irish revolution. Topics include the constitutional and revolutionary antecedents, the course of the revolution, and the foundation of the Irish Free State. HIST 423 and HIST 523 are layered courses; students may not receive credit for both.

HIST 524. Modern Ireland 1798-Present (5). The history of Ireland from the revolt of 1798 through the present. Focus will be on the varieties of Irish nationalism, the process of state-building, and the ongoing troubles in the north. HIST 424 and HIST 524 are layered courses; students may not receive credit for both.

HIST 526. France 1789-1945 (5). French history through the lens of revolution. Discussions of the

variety of French revolutions (1789, 1792, 1830, 1848, 1870) and concluding with the National Revolution of Vichy France. HIST 426 and HIST 526 are layered courses; students may not receive credit for both.

HIST 527. Modern Britain and the Empire since 1688 (5). History of Britain and the Empire since the Glorious Revolution. Topics include growth of the Empire, industrialization, political reform, world wars, decolonization, and post-war social changes. HIST 427 and HIST 527 are layered courses; students may not receive credit for both.

HIST 538. Conquests and Compromises: American Indian History since 1492 (5). Discussion and lecture course on interactions between Native Americans and Europeans in North America since the arrival of Columbus. HIST 438 and HIST 538 are layered courses; students may not receive credit for both.

HIST 540. The American Revolution (5). Causes and consequences of the American Revolution, 1688-1789. HIST 440 and HIST 540 are layered courses; students may not receive credit for both.

HIST 543. The West in American History (5). Exploration, territorial acquisition, patterns of settlement, economic development, and the influence of the frontier on American institutions. HIST 443

and HIST 543 are layered courses; students may not receive credit for both.

HIST 544. Sectionalism, Civil War, and Reconstruction (5). Slavery, the Old South, sectionalism, the breakdown of the Union, and secession. A military, political, and, social history of the North and South during the Civil War, and the aftermath of the war. HIST 444 and HIST 544 are layered courses; students may not receive credit for both.

HIST 549. History of Women and the West (5). Women in the western United States, with emphasis on the 19th and 20th centuries; myths and stereotypes; women's work; community roles; class, and racial/ ethnic differences. HIST 449 and HIST 549 are layered courses; students may not receive credit for both.

HIST 550. Exploring U.S. Cultural History (5). Thematic approach to 19th-century cultural transformations in the U.S. Selected topics; mesmerism, utopias, true womanhood, women's rights, slave spirituals, confidence men, gold rushes. HIST 450 and HIST 550 are layered courses; students may not receive credit for both.

HIST 551. 20th-century U.S. 1896-1919 (5). Imperialism, progressivism, and World War I. HIST 451 and HIST 551 are layered courses; students may not receive credit for both.

HIST 552. 20th-century U.S. 1919-1945 (5). Prosperity and depression; the New Deal and its implications; World War II, origins and conclusion. HIST 452 and HIST 552 are layered courses; students may not receive credit for both.

HIST 553. 20th-century U.S. 1945 to the Present (5). Cold War, sedentary 50s, rebellious 60s, the Watergate era. HIST 453 and HIST 553 are layered courses; students may not receive credit for both.

HIST 554. American Environmental History (5). Environmental values and practices of the diverse populations of America. HIST 454 and HIST 554 are layered courses; students may not receive credit for both.

HIST 562. History of American Foreign Relations, 1900-1941 (5). From the Spanish-American War to Pearl Harbor. HIST 462 and HIST 562 are layered courses; students may not receive credit for both.

HIST 563. History of American Foreign Relations Since 1941 (5). From Pearl Harbor to the present. HIST 463 and HIST 563 are layered course; students may not receive credit for both.

HIST 564. Latin American Revolutions (5). Analyzes revolutions and peasant revolts in Latin America and the Caribbean from 1750 to the present. HIST 464 and HIST 564 are layered courses, students may not receive credit for both.

HIST 565. History of the People's Republic of China (5). Evaluates the historical record of the Chinese Communists in power since the establishment of the People's Republic of China in 1949. HIST 465 and HIST 565 are layered courses; students may not receive credit for both.

HIST 569. History of Russian and Soviet Women (5). Examination of the social status and cultural representations of women in Russia and the Soviet Union from the 17th-

century to the present. HIST 469 and HIST 569 are layered courses; students may not receive credit for both.

HIST 572. German History since 1815 (5). A political, socio-economic, and intellectual study of Germany with special attention to the causes, progress, and aftermath of the National Socialist State. HIST 472 and HIST 572 are layered courses; students may not receive credit for both.

HIST 573. Russia to 1881 (5). The political, social, economic, and cultural development of Russia from ancient times to the assassination of Alexander II. HIST 473 and HIST 573 are layered courses; students may not receive credit for both.

HIST 574. Russia Since 1881 (5). The political, economic, social, and cultural history of Russia and the Soviet Union since 1881. HIST 474 and HIST 574 are layered courses; students may not receive credit for both.

HIST 576. History of Modern East Europe (5). Poland, Czech, Slovak Republics, Austria, Hungary, Romania, Yugoslavia, Bulgaria, Greece, Albania, with special attention to multi-ethnicity, economic underdevelopment and modernization, political dependence, and nationalism. HIST 476 and HIST 576 are layered courses; students may not receive credit for both.

HIST 578. Russian Far East (5). Russian Far East history from 16th-century Cossack exploration to 21st-century democracy. Topics include the imperial "urge to the sea," the Trans-Siberian Railway, the Soviet gulag system, and Pacific Rim relations. AST 478, HIST 478, and HIST 578 are cross-listed courses; student may not receive credit for more than one.

HIST 583. Modern China (5). The history of China in the 19th- and 20th-centuries, including the nature

of China's response to the West and the Chinese Revolution of the 20th-century. Emphasis on internal social and economic change. HIST 483 and HIST 583 are layered courses; students may not receive credit for both.

HIST 584. Modern Japan (5). The recent historical development of Japan beginning with the collapse of the Tokugawa Shogunate and the resumption of foreign contacts in the mid-19th century. Emphasis is given to the modernization process with its concomitant political, social, economic, and intellectual changes. HIST 484 and HIST 584 are layered courses; students may not receive credit for both.

HIST 587. The Russian Revolutionary Movement (5). Origins and development of Russian radicalism through the Bolshevik Revolution of 1917. HIST 487 and HIST 587 are layered courses; students may not receive credit for both.

HIST 588. Mexico in the Modern Era (5). Analyzes the modern history of Mexico, from independence to the present day. HIST 488 and HIST 588 are layered courses; students may not receive credit for both.

HIST 590. Cooperative Education (1-8). An individualized, contracted field experience with business, industry, government, or social service agencies. This contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. HIST 490 and HIST 590 are layered courses; students may not receive credit for both. By permission. May be repeated for credit. Grade will either be S or U.

HIST 591. Workshop (1-6). HIST 491 and HIST 591 are layered courses; students may not receive credit for both. Grade will either be S or U.

HIST 595. Graduate Research (1-10). For students doing preliminary or ongoing thesis/ project research. May not be included in the course of study for the master's degree. By permission. May be repeated for credit. Grade will either be S or U.
HIST 596. Individual Study (1-6). For students who wish to do

directed readings and study in secondary literature on specific topics that are not offered as existing courses. By permission. May be repeated for credit.

HIST 598. Special Topics (1-6). May be repeated for credit.

HIST 599. Seminar (1-5). May be repeated for credit.

HIST 700. Master's Thesis, Project Study, and/or Examination (1-6). Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/ or examination. By permission. May be repeated up to 6 credits. Grade will either be S or U.

Individual Studies Program

Undergraduate Studies

Ellensburg

Barge Hall, room 202

509-963-1689

www.cwu.edu/masters

See website for how these programs may be used for educational and career purposes

Program Director

Tracy L. Pellett, EdD, Associate Vice-President for Undergraduate Studies

Individual Studies MA, MEd, MS

Master of Arts

Master of Education

Master of Science

Purpose: The purpose of the Individual Studies (IS) Program is to afford qualified applicants the opportunity to create sound master's degree programs of an interdisciplinary nature or focus on unique subject areas when the curricula of regular graduate degree programs do not meet the individuals' career objectives and/ or needs. The approval of such programs is dependent upon:

- The qualifications of the applicant
- The institution's ability to provide a sufficient number of relevant graduate level courses
- A sufficient number of faculty qualified and willing to work with the student
- Adequate scholarly and/ or creative resources.

CWU will offer IS programs only in fields where appropriate expertise and other resources exist as determined by the dean of Graduate Studies and Research in consultation with the graduate council.

Each IS program must be as academically sound as traditional master's degrees programs housed in regular academic departments. Thus, it must demonstrate the quality, breadth, and depth normally associated with master's degrees and must be as intellectually rigorous.

Approved IS programs are administered by an interdisciplinary committee appointed by, and with oversight from, the dean of Graduate Studies and Research. IS programs may be created under the master of arts, master of education, and master of science degree titles.

Application Process: Anyone contemplating the creation of an IS program should first meet with the dean of Graduate Studies and Research before initiating the application process to discuss possible program options. The responsibility for creating an acceptable IS rests entirely with the applicant. If admitted, a graduate student in this program is expected to be highly motivated. He or she must work closely with the program advisor(s) and provide the dean of Graduate Studies and Research with semi-annual program status reports. An applicant to an IS master's degree program must be able to meet the minimum requirements for admission to graduate study at CWU, including a minimum of a 3.0 GPA in the last 90 quarter or 60 semester credit hours elected. The applicant must complete and submit a formal application, in accordance with the instructions in the application packet, including a non-refundable \$50 applicant fee. The GRE may be required at the discretion of the dean of Graduate Studies and Research.

Each applicant is encouraged to apply using the self-managed application process. This will insure efficient and rapid processing of the application. If he or she is unable to use the self-managed application system, he or she may file the application materials separately. The application file must be complete before the graduate school can act upon it. The applicant must follow all instructions included in the application packet. Materials submitted in support of an application cannot be returned nor will they be released for other purposes.

Program Description: In addition to the documents and materials required for the admissions process, each IS applicant must include a description of the IS program he or she wishes to create. The applicant should include a detailed explanation of the rationale for this program and explain why her or his goals cannot be met by means of pursuing an established master's degree at CWU. The applicant should indicate how the proposed program would meet her or his educational objectives and professional aims.

Learner outcomes are critical to the success of CWU degree programs. As a result, each IS master's candidate is expected to prepare an acceptable goals statement in which anticipated learner outcomes are specified. These will be measured at the completion of the program as a partial means of determining whether each student has met degree requirements.

Program of Study: A comprehensive, proposed course of study is also required. The requisite form for detailing this may be obtained from the graduate school. A justification for the selection of each election proposed should be included in the course of study. Please note that general graduate school regulations appearing in the CWU catalog must be observed, and all IS programs must include a master's thesis. In the process of designing the curriculum, applicants are expected to consult the publications of universities nation-wide to identify any programs similar in content and design to the one sought. Such information may provide useful information in constructing the program of study.

Number of Credit Hours: For an IS program of study to be approved by the dean of Graduate Studies and Research, it must include a minimum of 45 quarter hours of graduate-level credit, of which at least 25 credits must be numbered 501 or higher. In some cases more than the minimum of 45 credits will be required. The course of study must include six credits of 700 (Thesis) and may not normally include more than 10 credits of independent study. Prerequisite courses may also be required.

Graduate Committee: Each applicant seeking an IS program must propose a graduate committee to the dean of Graduate Studies and Research. Each committee member must be at least an associate member of the graduate faculty and the person whom the applicant wishes to chair the advisory committee must be a regular member of the graduate faculty. The applicant must work with the faculty to develop the proposed program of study. The proposed graduate committee members will meet with the dean of Graduate Studies and Research to discuss the applicant's program of study and may be asked to meet with the graduate council as well.

All proposed graduate committee members are expected to discuss their participation on this committee with their respective department chairs. Department chairs must agree to allow their faculty members to participate on the IS committee and all proposed committee members must certify their willingness to serve. The committee constitution will be reviewed by the dean of Graduate Studies and Research in conjunction with the graduate council. Following any needed discussions, the dean of Graduate Studies and Research in consultation with the graduate council, will determine the applicant's admissibility, along with the viability of the graduate committee, and communicate the decision to the applicant as quickly as possible.

Examinations and Assessment: An oral final examination is required on work completed in partial fulfillment of the IS master's degree requirements. This examination must include a defense of the thesis and an examination of studies completed. Some graduate committees may also require a written examination as well. The examination process is intended to assure that the student has met the objectives of her or his goal statement and that the learner outcomes have thus been achieved. If the student performs satisfactorily on the examination, the student's committee will write a summary statement of the student's accomplishments and competencies for inclusion in the student's permanent file.

Application Deadlines: The deadlines for submitting all application materials are as follows:

- February 1 for fall quarter
- April 1 for summer quarter
- October 1 for winter quarter
- January 1 for spring quarter

Applicants must meet these deadlines or risk jeopardizing their admission for the quarter requested.

Individual Studies

IS 590. Cooperative Education (1-6). An individualized, contracted field experience with business, industry, government, or social service agencies. The contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty

and coordination. By permission. May be repeated for credit. Grade will either be S or U.

IS 596. Individual Study (1-6).

Prerequisite: permission of the dean for Graduate Studies and Research.

IS 700. Master's**Thesis/Examination** (1-6).

Designated to credit and record

supervised study for the master's thesis, non-thesis project, studio project, public recital, and/ or examination. Prerequisite: permission of chair of the student's graduate faculty supervisory committee. May be repeated up to six credits. Grade will be either S or U.

Information Technology and Administrative Management Department

College of Education and Professional Studies

Shaw-Smyser Hall, Second Floor - IT Management Division, room 223

509-963-2611

www.cwu.edu/it-management

See website for how this program may be used for educational and career purposes.

Faculty and Staff**Chair**

Robert A. Lupton, PhD

Professors

Lori A. Braunstein, PhD, information technology

Robert A. Lupton, PhD, retail management technology

Associate Professor

Natalie Lupton, PhD, retail management technology and administrative management

David Rawlinson, JD, information technology

Assistant Professors

Chester Claar, PhD, information technology

Bob Shields, PhD, information technology

Hideki Takei, DBA, administrative management and retail management & technology

Robert Trumpy, EdD, LMHC, LCSW, administrative management

Fen Wang, PhD, information technology

Lecturers

Yvonne Alder, information technology

Brandi Carter-Harrington, MEd, administrative management

Dwayne Douglas, retail management & technology

John Durham, MM administrative management

Terry Linkletter, MS, administrative management and information technology

Mary Minor, information technology

Amy Perry, MEd, information technology

Angela Unruh, MBA, information technology

Phil Upperman, EdD, administrative management

Charles Wahle, MEd, information technology

Mike Wallace, MDiv, administrative management

Shani Watkins, MEd, administrative management

Bachelor of Applied Science

Laurie Stehle, program director

Staff

Elizabeth Henry, office manager

Ellen Bjorge, office assistant

Dwayne Douglas, internship coordinator

Administrative Management Courses

ADMG 501. ITAM Boot Camp (2).

Designed to prepare graduate students to the Information Technology and Administrative Management graduate program. The class covers resources, programs, research and case study formats, faculty bios, and study strategies for online, hybrid, and traditional formats.

ADMG 525. Global Managerial Communications (4). This course introduces students to the importance and need for clear, succinct, and relevant business communications. Students will learn to write and deliver effective messages and will learn to research, purpose, and present business reports. Additionally, students will be introduced to the importance of communications in the digital age. Co- or prerequisite: ADMG 501.

ADMG 531. Financial Analysis in IT and Administrative Management (4). Addresses the financial analysis functions necessary for an administrative or IT manager to make intelligent financial decisions and communicate effectively with financial professions. Includes understanding financial statements, accounting concepts, ratio analysis, capital budgeting, and working capital. Co- or prerequisite: ADMG 501.

ADMG 545. Research and Statistical Analysis of Data (4). Introduces research design and the use of statistical software to collect and analyze data to improve organizational decisions. The focus is on applying statistical tools to find answers to practical IT and administrative management questions. Co- or prerequisite: ADMG 501.

ADMG 571. Global Administrative Policy (4). Looks at global issues in administrative management including advanced

administrative management techniques, external and internal forces changing organizations and operations, administrative policy making, cross-cultural communication, IT management, social responsibility and ethics. Co- or prerequisite: ADMG 501.

ADMG 572. Leadership and Supervision (3). Develop leadership techniques and behavior traits to improve productivity of supervisors and leaders in the workplace, while enhancing interpersonal skills for career success. Prerequisite: graduate standing.

ADMG 573. Global Leadership and Supervision (4). Presents an overview of effective international leadership concepts and techniques in three areas; Self Development, Team Development, and Supervisory Development. Students will be introduced to concepts and techniques as they relate to understanding leadership and supervision. Co- or prerequisite: ADMG 501.

ADMG 574. Global Project Management (4). Examines project management in a variety of global organizational settings. This course covers the history, current practice, and future directions of Project Management in this increasingly project-oriented global world. Co- or prerequisite: ADMG 501.

ADMG 590. Cooperative Education (1-8). An individualized contracted field experience with IT and ADMG organizations, industry, government, or social service agencies. The contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. Prerequisite: by permission of instructor. May be repeated up to 8 credits. Grade will either be S or U.

ADMG 592. Practicum (1-6). Supervised field experience, must also add additional elective

graduate class. Prerequisite: by permission of instructor.

ADMG 596. Individual Study (1-6).

ADMG 598. Special Topics (1-6).

ADMG 631. Organizational Development (4). An in-depth study of organizational dynamics, as applied to organization-wide interventions, designed to improve organization functioning and to implement change in the organization. Includes developing and improving organizations through assessment and diagnosis of culture and processes. Co- or prerequisite: ADMG 501.

ADMG 641. Innovation and Entrepreneurial Growth (4). Examines various approaches to developing IT innovation-based organizations to self-sufficiency and growth. Addresses the specifics of new IT products and services development and fostering innovation and technology to increase performance. Co- or prerequisite: ADMG 501.

ADMG 654. Applied Customer Relationship Management (CRM) (4). This course examines customer relationship management (CRM) and the customer-driven practices that enable and organization to attract, satisfy, and retain customers profitably. Co- or prerequisite: ADMG 501.

ADMG 681. Social Informatics (4). Focuses on the critical analysis of social, cultural, philosophical, ethical, legal, public policy and economic issues relating to information technologies. Students examine the roles of information technology in social and organizational change. Co- or prerequisite: ADMG 501.

ADMG 689. Capstone Written Project (4). Serves as a means to distill the recurring themes and issues presented throughout the graduate program and creates a product that will contribute to the solution of real-world problems

and concerns in the area of Administrative Management. Co- or prerequisites: ADMG 501 and ADMG 525.

ADMG 700. Master's Thesis and/or Project Study (1-6). Designed to credit and record supervised study for the Master's thesis, non-thesis project, studio project, public recital and/ or examination. Prerequisite: permission of instructor and thesis committee.

Information Technology Courses

IT 590. Cooperative Education (1-8). An individualized contracted field experience with IT and ADMG organizations, industry, government, or social service agencies. The contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. Prerequisite: by permission of instructor. May be repeated up to 8 credits. Grade will either be S or U.

IT 592. Practicum (1-6).

Prerequisite: by permission of instructor.

IT 596. Individual Study (1-6).

IT 598. Special Topics (1-6).

Prerequisite: by permission of

instructor. May be repeated up to 12 credits under a different subtitle.

IT 632. Sustainable IT (4). Explores ways that green IT can help an organization reduce its carbon footprint, utilize environmentally friendly materials, and accomplish effective reuse/ recycling. How to use IT in a way that maximizes positive benefits and minimizes negative impacts. Co- or prerequisite: ADMG 501.

IT 642. Strategic Management for IT (4). Provides a practical approach to IT Management practices and issues. Looks at IT components, includes including hardware, software, networks and data. Co- or prerequisite: ADMG 501.

IT 657. Strategic IT Security (4). Provides a comprehensive view of information security policies and frameworks form the raw organizational mechanics of building to the psychology of implementation. Presents an effective balance between technical knowledge and soft skills. Co- or prerequisite: ADMG 501.

IT 682. Enterprise Analytics (4).

This course covers the application

of data-oriented analysis techniques for business intelligence and organizational decision-making. Students will examine a range of tools to enhance the managerial decision making process such as pivot tables, descriptive statistics, statistical process control for business process improvement, and data models to predict future trends. Co- or prerequisites: ADMG 501 and ADMG 545.

IT 689. Capstone Written Project (4). Serves as a means to distill the recurring themes and issues presented throughout the graduate program and creates a product that will contribute to the solution of real-world problems and concerns in the area of Information Technology. Co- or prerequisites: ADMG 501 and ADMG 525.

IT 700. Master's Thesis and/or Project Study (1-6). Designed to credit and record supervised study for the Master's thesis, non-thesis project, studio project, public recital and/ or examination. Prerequisite: by permission of instructor. May be repeated up to 12 credits. Grade will either be S or U.

Language, Literacy, and Special Education Department

College of Education and Professional Studies

Ellensburg

Black Hall, room 205

509-963-2049

Fax: 509-963-1421

[www.cwu.edu/ language-literacy](http://www.cwu.edu/language-literacy)

See website for how these programs may be used for educational and career purposes.

The Department of Language, Literacy, and Special Education prepares socially responsible practitioner scholars to work and learn within diverse contexts; fostering language, literacy, and learning for all.

Faculty and Staff

Chair

Carol Butterfield, PhD

Dan Fennerty, EdD

Professors

Carol Butterfield, PhD, literacy, TESL

Susan Donahoe PhD, literacy

Dan Fennerty, EdD, special education

Connie Lambert, PhD, special education

Associate Professors

Yukari Amos, PhD, bilingual education, TESL

Janet Finke, PhD, literacy

Craig A. Hughes, PhD, bilingual education, TESL

Terrance McCain, PhD, bilingual education, TESL

Andrea C. Sledge, PhD, literacy

Assistant Professors

Cristina Santamaria, PhD, special education

Janet Spybrook, EdD, special education

Sharryn Walker, PhD, literacy

Sandra Wentworth, PhD, special education

Staff

Nancy Schnebly

General Information

The master of education degree programs are designed primarily for elementary and secondary school teachers and school service personnel. Since the program may also prepare the student for community college teaching and for advanced study, the student should seek advice from the program advisors. For advice regarding specializations, contact the department.

Admission Requirements

In addition to general requirements for admission to master's programs, students desiring admission to programs in education must meet departmental requirements. Members of the appropriate program will review the student's application materials from the Office of Admissions and, if deemed necessary, may meet with the student before a recommendation for admission can be made.

Required Educational Foundations and Research Courses

EDF 510 is required of all students earning the MEd degree. The candidate further must choose at least six credits from the following: EDF 501, Educational Foundations, EDF 502, History of Education, EDF 503, Philosophy of Education, EDF 504, Advanced Educational Statistics, EDF 505, Educational Measurement for Teachers, EDF 506, Education Futurism, EDF 507, Studies and Problems in Intercultural Education, EDF 508, Comparative Education, EDF 567, Educational Change, PSY 552, Advanced Human Growth and Development, PSY 559, Advanced Educational Psychology (only one of PSY 552 or PSY 559 may be included to meet the foundations requirement), SOC 525, Society and Education, as approved by the student's graduate advisor or committee chair. Related courses may be substituted with permission of the student's graduate advisor or committee chair, the chair of the appropriate department, and the dean of Graduate Studies and Research.

Post-Baccalaureate University Certificate: Teaching and Linguistic Diversity

Students entering the public school setting speaking little or no English are the fastest-growing segment of the school population. Most mainstream teachers have received little or no special training in preparing them for these students. This program will provide the opportunity for practicing teachers to receive this needed training. This training will take place through the development and implementation of four courses. Upon completion of the program, students will be able to explain how programs have come to exist as they are found today, document the theories upon which sound educational practices are based, develop and implement quality instruction, organize and use appropriate assessment procedures, and use paraprofessional and community members as quality assets in the classroom. While the program itself does not constitute a state of Washington endorsement, all courses may be applied to the completion of endorsement requirements at Central.

Required Courses

- EDBL 440 - Reading English as a second Language Credits: (3)
- EDBL 514 - Introduction to Linguistic Diversity in Education **Credits: (3)**
- EDBL 530 - Sheltering in Mainstream I: Methods **Credits: (3)**
- EDBL 531 - Sheltering in Mainstream II: Assessment and Resources **Credits: (3)**

Total Credits: 12

Master of Education: Literacy

Program Description:

The Master of Education: Literacy Program is designed to allow students to pursue graduate-level study in the various levels

of literacy. The following college-level courses should be successfully completed prior to enrollment in the program and may not be counted as part of the required credits in the literacy program:

- Basic reading methods course
- Basic language arts course
- Basic children's literature course

Program Admission Requirements:

Submission of a copy of valid teaching certificate with application materials.

Recommended Program Admission Requirements:

Minimum of one year of contracted teaching.

Program:

The students will complete the prescribed program course of study for 46 credits. The prescribed course of study must be completed and approved by a program advisor or committee chair upon completion of 15 credits. Those wishing to obtain a Washington State Reading Endorsement must enroll in the CWU Endorsement-Only Program and pass the WEST-E (Reading) (or its current equivalent). At that time, the program designee may recommend the candidate for the Washington State Reading Endorsement. The program is delivered on-line, with core courses offered in conjunction with the Master of Education: Special Education.

Required Courses

- EDLT 520 - Literacy Curriculum: Design and Delivery **Credits: (5)**
- EDLT 521 - Program Organization: Literacy Coaching and Leadership **Credits: (5)**
- EDLT 523 - Issues and Trends in Literacy Research **Credits: (4)**
- EDLT 526 - Assessing Literacy **Credits: (3)**
- EDLT 528 - Personalizing Literacy Instruction **Credits: (3)**
- EDLT 534 - Learning Theories: Research and Applications **Credits: (4)**
- EDLT 535 - Teaching Diverse Learners **Credits: (5)**
- EDLT 536 - Understanding Research Methods **Credits: (3)**
- EDLT 537 - Designing and Writing Research **Credits: (3)**
- EDLT 592A - Practicum: Literacy Curriculum-Design and Delivery **Credits: (1)**
- EDLT 592B - Practicum: Program Organization **Credits: (1)**
- EDLT 592C - Practicum: Teaching Diverse Learners **Credits: (1)**
- EDLT 592D - Practicum: Assessing and Personalizing Literacy Growth and Development **Credits: (2)**
- EDLT 700 - Master's Thesis, Project Study **Credits: (1-6)**

Total Credits: 46

Master of Education: Special Education Program

The master of education with specialization in special education is designed to allow students to pursue graduate-level study in the various areas of special education.

Program Admission Requirements:

Students must have an institutional endorsement in special education. Students without an institutional endorsement will be required to complete the endorsement prior to the final thesis and/ or project for their master's degree. Anyone wanting to complete a master's degree without a special education teaching certificate must have special education faculty permission.

Submission of a copy of a valid teaching certificate with application materials.

Recommended Program Admission Requirements:

Minimum of one year of contracted teaching.

Program:

Students will complete the prescribed program course of study for 45 credits. The prescribed course of study must be completed and approved by a program advisor or committee chair upon completion of 15 credits. The program is delivered on-line, with the core courses offered in conjunction with the Master of Education: Literacy.

Required Courses

- EDSE 520 - Behavioral Intervention for Students with Disabilities **Credits: (5)**

- EDSE 522 - Collaboration/ Consultation **Credits:** (5)
- EDSE 524 - Curriculum and Assessment for Students with Disabilities **Credits:** (5)
- EDSE 525 - Instruction and Assessment for Students with Disabilities **Credits:** (5)
- EDSE 534 - Learning Theories: Research and Applications **Credits:** (4)
- EDSE 535 - Teaching Diverse Learners **Credits:** (5)
- EDSE 536 - Understanding Research Methods **Credits:** (3)
- EDSE 537 - Designing and Writing Research **Credits:** (3)
- EDSE 592C - Practicum: Teaching Diverse Learners **Credits:** (1)
- EDSE 684 - Internship in Professional Affiliated Disciplines **Credits:** (2-12) (Must be taken for 3 credits.)
- EDSE 700 - Master's Thesis and/ or Project Study **Credits:** (1-6) (Must be taken for 6 credits.)

Total Credits: 45

Bilingual Education Courses

EDBL 514. Introduction to Linguistic Diversity in Education

(3). This course provides mainstream classroom teachers the needed background theory to better the educational experience of linguistically diverse students.

EDBL 530. Sheltering in

Mainstream I: Methods (3). This course provides mainstream classroom teachers the needed background information and methodology to better the educational experience of ESL students through the use of sheltered instruction.

EDBL 531. Sheltering in Mainstream II: Assessment and Resources

(3). This course provides mainstream classroom teachers the needed background information and methodology to better the educational experience of ESL students by using classroom-based assessment and other resources.

EDBL 556. Bilingual Education Curriculum (3). Planning, implementation, and evaluation of the bilingual education program curriculum for the elementary school. Prerequisite: EDBL 435.

EDBL 590. Cooperative Education (1-8). An individualized, contracted field experience with business, industry, government, or social service agencies. The contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. By permission. May

be repeated for credit. Grade will either be S or U.

EDBL 591. Workshop (1-6). No more than two workshops for a combined maximum of 8 credits can be applied toward a master's program. May be repeated for credit.

EDBL 596. Individual Study (1-6). By permission. May be repeated for credit.

EDBL 597. Graduate Research (1-10). Individual student research under the direction of a faculty member. Maximum of 10 credits may be included on course of study for the master's degree.

EDBL 598. Special Topics (1-6). May be repeated for credit.

EDBL 599. Seminar (1-5). May be repeated for credit.

EDBL 700. Master's Thesis, Project Study, and/or Examination

(1-6). Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/ or examination. Prerequisite: EDF 510. May be repeated up to 6 credits. Grade will either be S or U.

Literacy Education Courses

EDLT 520. Literacy Curriculum: Design and Delivery (5). An in-depth research-based analysis of literacy curriculum design and delivery in K-12 settings.

Prerequisite: admission to the Master of Education Literacy Program. Corequisite: EDLT 592A.

EDLT 521. Program Organization: Literacy Coaching and Leadership

(5). Literacy leadership in K-12 settings including research-based practices in coaching, supervision, program organization, grant writing, and professional development. Prerequisite: admission to the Master of Education Literacy Program. Corequisite: EDLT 592B.

EDLT 523. Issues and Trends in Literacy Research (4). Identification and in-depth study of issues and trends related to literacy instruction. Recent literacy research is pursued with emphasis on classroom application in K-12 settings. By permission of instructor. Corequisite: EDLT 534.

EDLT 525. Psychology of Reading (3). Principles of learning and readiness, perception, psychological, and physiological aspects of reading. PSY 525 and EDLT 525 are cross-listed courses; students may not receive credit for both. Prerequisites: a reading methods course, and a basic psychology of learning course.

EDLT 526. Assessing Literacy (3). Selecting, administering, and analyzing multiple literacy assessment and diagnostic tools for use in the K-12 settings will be emphasized. Prerequisite: admission to the Master of Education Literacy Program. Corequisite: EDLT 528 and EDLT 592B.

EDLT 528. Personalizing Literacy Instruction (3). Strategies and tools for personalizing data-driven

literacy instruction in a K-12 setting. Prerequisite: admission to the Master of Education Literacy Program. Corequisite: EDLT 526 and EDLT 592B.

EDLT 534. Learning Theories: Research and Applications (4). Advanced study of learning theories. Clarification of teacher beliefs, adjustment of evidence-based instructional practices with theory and research. By permission of instructor. EDLT 534 and EDSE 534 are cross-listed courses; students may not receive credit for both. Corequisite: EDLT 523.

EDLT 535. Teaching Diverse Learners (5). Advanced study of current research as it relates to the instructional, social, and emotional needs of diverse learners and differentiation of instruction to meet the needs of all learners. Specific focus on critical role of teacher-leaders as educators in their classrooms, schools, and communities. EDLT 535 and EDSE 535 are cross-listed courses; students may not receive credit for both. Prerequisite: admission to the Master of Education, Special Education Program or Literacy Program. Corequisite: EDSE 592C.

EDLT 536. Understanding Research Methods (3). Overview of qualitative and quantitative methods. Develop skills as critical consumers of educational research, and an understanding of evidence-based instructional practice. Focus on action research as a way to analyze and improved instructional practice. EDLT 536 and EDSE 536 are cross-listed courses; students may not receive credit for both. Prerequisite: admission to the Master of Education, Special Education Program or Literacy Program. Corequisite: EDLT 537.

EDLT 537. Designing and Writing Research (3). Develop skills of designing and writing research. Prepare a research proposal that incorporates principles, processes,

values, and roles of action research. Emphasis on conducting action research as a way to analyze and improved instructional practice. EDLT 537 and EDSE 537 are cross-listed courses; students may not receive credit for both. Prerequisite: admission to the Master of Education, Special Education Program or Literacy Program. Corequisite: EDLT 536.

EDLT 590. Cooperative Education (1-8). An individualized contracted field experience with business, industry, government, or social service agencies. The contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. Prior approval is required. May be repeated for credit.

EDLT 591. Workshop (1-6). No more than two workshops for a combined maximum of 8 credits can be applied toward a Master's program. May be repeated for credit.

EDLT 592A. Practicum: Literacy Curriculum-Design and Delivery (1). Application of literacy curriculum design and delivery K-12 settings. Prerequisite: admission to the Master of Education, Literacy Program. Corequisite: EDLT 520. Grade will either be S or U.

EDLT 592B. Practicum: Program Organization (1). Application of program organization, literacy coaching and leadership in K-12 settings. Prerequisite: admission to the Master of Education, Literacy Program. Corequisite: EDLT 521. Grade will either be S or U.

EDLT 592C. Practicum: Teaching Diverse Learners (1). Development and implementation of an advocacy plan related to the instructional, social, and emotional needs of diverse learners. Implementation of differentiation instruction to meet the needs of all learners. EDLT 592C and EDSE 592C are cross-listed courses; students may not

received credit for both.

Prerequisite: admission to the Masters of Education, Special Education Program or Literacy Program. Corequisite: EDLT 535. Grade will either be S or U.

EDLT 592D. Practicum: Assessing and Personalizing Literacy Growth and Development (2). Experience working with one student implementing literacy assessment and personalization strategies. Includes the preparation of a case study. Prerequisite: admission to the Master of Education, Literacy Program. Corequisite: EDLT 526 and EDLT 528. Grade will either be S or U.

EDLT 596. Independent Study (1-6). May be repeated for credit.

EDLT 597. Graduate Research (1-10). Individual student research under the direction of a faculty member. Maximum of 10 credits may be included on Course of Study for the Master's degree.

EDLT 598. Special Topics (1-6). May be repeated for credit.

EDLT 599. Seminar (1-5). May be repeated for credit.

EDLT 700. Master's Thesis, Project Study (1-6). Designed to credit and record supervised study for the publish-ready article. Prerequisite: all courses in the Master of Education, Literacy Program, and permission of the chair of student's graduate faculty supervisory committee. May be repeated for credit. Grade will either be S or U.

Reading Education Courses

EDRD 525. Psychology of Reading (3). Principles of learning and readiness, perception, psychological, and physiological aspects of reading. EDRD and PSY 525 are cross-listed courses; students may not receive credit for both. Prerequisites: a reading methods course, a basic psychology of learning course.

EDRD 590. Cooperative Education (1-8). An individualized, contracted field experience with business,

industry, government, or social service agencies. The contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. By permission. May be repeated for credit. Grade will either be S or U.

EDRD 591. Workshop (1-6). No more than two workshops for a combined maximum of 8 credits can be applied toward a master's program.

EDRD 596. Individual Study (1-6). By permission. May be repeated for credit.

EDRD 597. Graduate Research (1-10). Individual student research under the direction of a faculty member. Maximum of 10 credits may be included on course of study for the master's degree.

EDRD 598. Special Topics (1-6). May be repeated for credit.

EDRD 599. Seminar (1-5). May be repeated for credit.

EDRD 700. Master's Thesis, Project Study, and/or Examination (1-6). Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/ or examination. Prerequisite: EDF 510 and permission of chair of student's graduate faculty supervisory committee. May be repeated up to 6 credits. Grade will either be S or U.

Special Education Courses

EDSE 501. Orientation, Foundations, and Issues (2).

Orientation of the graduate student to the Special Education Master's Degree Program. Current issues in the identification, assessment, instruction, and evaluation of students with disabilities will be explored through readings, discussions, and presentations. Prerequisite: teaching experience.

EDSE 502. Survey of Exceptionalities (3). Designed to introduce the education professionals to areas of exceptionality including definitions,

identification, prevalence causes, assessment characteristics, educational considerations/ interventions, and lifespan considerations. The role of special education in education-related services and programming is also addressed. Prerequisites: student must be at PBAC or GRAD standing.

EDSE 503. High-prevalence Categories of Exceptionality (3). Etiology, social issues, and management strategies for students with mental retardation, learning disabilities, and behavioral disorders. Prerequisite: EDSE 501.

EDSE 510. Instructional Management Principles (3). Applied Behavior Analysis (ABA) principles will be presented. Their interpretation in a range of research will be presented.

EDSE 512. Educational Rights of Individuals with Disabilities (3). Designed to prepare graduate students to use legal decisions to assist individuals with disabilities and their families in creating an appropriate educational environment. Prerequisite: EDSE 501.

EDSE 520. Behavioral Intervention for Students with Disabilities (5). This course examines the evidence based and practical strategies for evaluating and implementing behavioral interventions for students with disabilities. Prerequisite: admission to the Masters of Education, Special Education Program.

EDSE 521. Functional Behavioral and Instructional Assessment (3). Current effective assessment processes will be defined, developed, and defended. Included will be goal establishment, rationale for assessment processes utilized, and clarification of administrative procedures. Prerequisite: EDSE 501.

EDSE 522. Collaboration/Consultation (5). Designed to prepare educators

working with special needs to critically reflect upon and to identify specific strengths in the areas of inter/ intra personal skills. Prerequisite: admission to the Masters of Education, Special Education Program.

EDSE 524. Curriculum and Assessment for Students with Disabilities (5). The course examines the evidence-based and practical strategies for evaluating and implementing curriculum and assessments for students with disabilities. Prerequisite: admission to the Master of Education, Special Education Program.

EDSE 525. Instruction and Assessment for Students with Disabilities (5). Designed to examine evidence-based and practical strategies for evaluating and implementing instruction and assessments for students with disabilities. Prerequisite: admission to the Masters of Education, Special Education Program.

EDSE 534. Learning Theories: Research and Applications (4). Advanced study of learning theories. Clarification of teacher beliefs, adjustment of evidence-based instructional practices with theory and research. By permission of instructor.

EDSE 535. Teaching Diverse Learners (5). Advanced study of current research as it relates to the instructional, social, and emotional needs of diverse learners and differentiation of instruction to meet the needs of all learners. Specific focus on critical role of teacher-leaders as educators in their classrooms, schools, and communities. EDLT 535 and EDSE 535 are cross-listed courses; students may not receive credit for both. Prerequisite: admission to the Masters of Education, Special Education Program or Literacy Program. Corequisite: EDSE 592C.

EDSE 536. Understanding Research Methods (3). Overview of

qualitative and quantitative methods. Develop skills as critical consumers of educational research, and an understanding of evidence-based instructional practice. Focus on action research as a way to analyze and improved instructional practice. EDLT 536 and EDSE 536 are cross-listed classes; students may not received credit for both. Prerequisite: admission to the Masters of Education, Special Education Program or Literacy Program. Corequisite: EDSE 537.

EDSE 537. Designing and Writing Research (3). Develop skills of designing and writing research. Prepare a research proposal that incorporates principles, processes, values, and roles of action research. Emphasis on conducting action research as a way to analyze and improved instructional practice. EDLT 537 and EDSE 537 are cross-listed courses; students may not received credit for both. Prerequisite: admission to the Masters of Education, Special Education Program or Literacy Program. Corequisite: EDSE 536.

EDSE 585. Administration and Supervision of Programs for Individuals with Disabilities (3). The course will focus on the administrative process of designing, developing, preparing for implementation, and evaluating the procedural and substantive safeguards related to administering and supervising programs for individuals with disabilities. Prerequisite: EDSE 501.

EDSE 590. Cooperative Education (1-8). An individualized, contracted field experience with business, industry, government, or social service agencies. The contractual

arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. By permission. May be repeated for credit. Grade will either be S or U.

EDSE 591. Workshop (1-6). No more than two workshops for a combined maximum of 8 credits can be applied toward a master's program.

EDSE 592C. Practicum: Teaching Diverse Learners (1). Development and implementation of an advocacy plan related to the instructional, social, and emotional needs of diverse learners. Implementation of differentiation instruction to meet the needs of all learners. EDLT 592C and EDSE 592C are cross-listed classes; students may not received credit for both. Prerequisite: admission to the Masters of Education, Special Education Program or Literacy Program. Corequisite: EDLT 535. Grade will either be S or U.

EDSE 596. Individual Study (1-6). By permission. May be repeated for credit.

EDSE 597. Graduate Research in Special Education (4). Specialty-area research and research report preparation. Prerequisites: EDSE 501 and EDSE 503 and EDF 510. May be repeated for credit.

EDSE 598. Special Topics (1-6). May be repeated for credit.

EDSE 599. Seminar (1-5). May be repeated for credit.

EDSE 682. Internship in Special Education School Administration (4-16). Meets the internship requirements outlined by the State Board of Education for candidates seeking director of special education certification. Permission

to register after admittance by the administrator preparation board. Credits earned in an administrative internship will not exceed a total of 16. No more than 4 credits are applicable to the credit requirements for the master's degree. May be repeated for credit. Grade will either be S or U.

EDSE 683. Pre-autumn Internship in Special Education School Administration (4). Emphasis is on the responsibilities of special education prior to and during the opening of the school year. By permission. Combines with EDSE 682 for 16 total credits in administrative internship. Grade will either be S or U.

EDSE 684. Internship in Professional Affiliated Disciplines (2-12). Students will complete an internship in an affiliated area/ discipline of special education, furthering understanding of practices, policies, and supports available and appropriate for individuals with disabilities and their families. Approval for the internship, specific internship goals, and activities will be arranged with the graduate committee chair and representative from the participating agency. Prerequisites: EDSE 501, EDSE 503, and EDF 510. Grade will either be S or U.

EDSE 700. Master's Thesis and/or Project Study (1-6). Designed to credit and record supervised study for the Master's thesis, non-thesis project, studio project and/ or public recital. Permission of chair of student's graduate faculty supervisory committee. May be repeated up to 6 credits. Grade will either be S or U.

Law and Justice Department

College of the Sciences
Kent Campus
GRCC Kent campus at Kent Station
417 Ramsay Way, Suite 112
Kent, WA 98032
253-856-9595 x 5350
Fax: 253-333-4972
www.cwu.edu/kent

See website for how this program may be used for educational and career purposes.

Faculty and Staff

Chair

Charles Reasons, PhD, JD

Professors

Sarah Britto, PhD, criminology, media and fear of crime, restorative justice
J. Michael Olivero, PhD, corrections, criminology
Charles Reasons, PhD, JD, criminology, criminal justice, law, comparative justice
Key Sun, PhD, correctional counseling, comparative criminal justice, psychological criminology

Associate Professors

Rodrigo Murataya, PhD, criminal investigation, police-community relations, police personnel administration
Mary Ellen Reimund, LLM, criminal law, alternative dispute resolution, restorative justice

Assistant Professors

Teresa Francis, LLM, criminal law, correctional law
Krystal Noga-Styron, JD, criminal law, crime and the media
Cody Stoddard, ABD, policing, courts, criminological theory, quantitative methods

Lecturers

Cathy Busha, JD, family law, legal research, legal writing, paralegal
Robert Moore, MA, corrections, correctional counseling
Simeon Sungi, LLM, human rights law, criminal justice

Staff

Michael Hanscom, secretary senior
George Kuniyoshi, CWU-Kent secretary senior

Program Description

The MS degree in law and justice is designed to serve two distinct groups (1) those in law and justice field with professional experience and (2) those without professional experience who aspire to a law and justice career. The Advanced Professional specialization (45 credits) entails a research project and final research paper (project study). This specialization is aimed at those already in law and justice careers who want to do hands-on research, possibly with their own agency data. The Basic Career Specialization (60 credits), does not entail a major research project; however, it does entail 5 credits of internship and a final portfolio/ paper on their internship experience. This specialization is aimed at those not currently in law and justice careers who want to gain valuable learning experience and prepare for a career. To meet the needs of these divergent groups, a core set of classes will be required (25 credits), focusing upon theory, research methods, and legal liability, followed by courses tailored to the needs of these two distinct groups.

Admission

Applicants for admission to the Master of Law and Justice Program must:

1. Apply to CWU as a graduate student;
2. Have a bachelor's degree in the social sciences from a recognized four-year college or university in the U.S. or the equivalent from an institution abroad, or a bachelor's degree and professional experience;
3. At least a 3.0 GPA in all coursework attempted during the last 90-quarter (60 semesters) hours of study;
4. Submit three professional letters of recommendation; and
5. Submit personal statement of objectives.

Law and Justice, Advanced Professional Specialization, MS

Program Description

The MS degree in law and justice is designed to serve two distinct groups (1) those in law and justice field with professional experience and (2) those without professional experience who aspire to a law and justice career. The Advanced Professional specialization (45 credits) entails a research project and final research paper (project study). This specialization is aimed at those already in law and justice careers who want to do hands-on research, possibly with their own agency data. The Basic Career Specialization (60 credits), does not entail a major research project; however, it does entail 5 credits of internship and a final portfolio/ paper on their internship experience. This specialization is aimed at those not currently in law and justice careers who want to gain valuable learning experience and prepare for a career. To meet the needs of these divergent groups, a core set of classes will be required (25 credits), focusing upon theory, research methods, and legal liability, followed by courses tailored to the needs of these two distinct groups.

Admission

Applicants for admission to the Master of Law and Justice Program must:

1. Apply to CWU as a graduate student;
2. Have a bachelor's degree in the social sciences from a recognized four-year college or university in the U.S. or the equivalent from an institution abroad, or a bachelor's degree and professional experience;
3. At least a 3.0 GPA in all coursework attempted during the last 90-quarter (60 semesters) hours of study;
4. Submit three professional letters of recommendation; and
5. Submit personal statement of objectives.

Law and Justice Core Requirements

- LAJ 511 - Theory and Practice **Credits:** (5)
- LAJ 535 - Research Methods **Credits:** (5)
- LAJ 575 - Legal Liability of Criminal Justice Professionals **Credits:** (5)
- LAJ 689 - Master's Capstone **Credits:** (5)
- LAJ 700 - Master's Thesis, Project, Study, or Portfolio **Credits:** (1 - 5)
(Must be taken for 5 credits.)

Total Core Credits: 25

Advanced Professional Specialization

- Department-approved 400-level or above elective courses - Credits: (10)

Select from the following - Credits: (10)

- LAJ 515 - Personnel Issues in Criminal Justice **Credits:** (5)
- LAJ 520 - Constitutional Issues in Criminal Justice **Credits:** (5)
- LAJ 525 - Race, Class, Gender, and the Administration of Justice **Credits:** (5)
- LAJ 530 - History of Criminal Justice **Credits:** (5)
- LAJ 540 - Law and Social Control **Credits:** (5)
- LAJ 545 - Ethical Issues **Credits:** (5)
- LAJ 598 - Special Topics **Credits:** (1-5)

(Note: May be repeated under different topics (e.g., terrorism, domestic violence, restorative justice) to a maximum of 10 credits.)

Total Credits: 45

Law and Justice, Basic Career Specialization, MS

Program Description

The MS degree in law and justice is designed to serve two distinct groups (1) those in law and justice field with professional experience and (2) those without professional experience who aspire to a law and justice career. The Advanced Professional specialization (45 credits) entails a research project and final research paper (project study). This specialization is aimed at those already in law and justice careers who want to do hands-on research, possibly with their own agency data. The Basic Career Specialization (60 credits), does not entail a major research project; however, it does entail 5 credits of internship and a final portfolio/ paper on their internship experience. This specialization is aimed at those not currently in law and justice careers who want to gain valuable learning experience and prepare for a career. To meet the needs of these divergent groups, a core set of classes will be required (25 credits), focusing upon theory, research methods, and legal liability, followed by courses tailored to the needs of these two distinct groups.

Admission

Applicants for admission to the Master of Law and Justice Program must:

1. Apply to CWU as a graduate student;
2. Have a bachelor's degree in the social sciences from a recognized four-year college or university in the U.S. or the equivalent from an institution abroad, or a bachelor's degree and professional experience;
3. At least a 3.0 GPA in all coursework attempted during the last 90-quarter (60 semesters) hours of study;
4. Submit three professional letters of recommendation; and
5. Submit personal statement of objectives.

Law and Justice Core Requirements

- LAJ 511 - Theory and Practice **Credits: (5)**
- LAJ 535 - Research Methods **Credits: (5)**
- LAJ 575 - Legal Liability of Criminal Justice Professionals **Credits: (5)**
- LAJ 689 - Master's Capstone **Credits: (5)**
- LAJ 700 - Master's Thesis, Project, Study, or Portfolio **Credits: (1 - 5)**
(Must be taken for 5 credits.)

Total Core Credits: 25

Basic Career Specialization

- Department-approved 400-level or above elective courses - Credits: (10)
- LAJ 690 - Internship **Credits: (1 - 6)**

Select from the following - Credits: (20)

- LAJ 515 - Personnel Issues in Criminal Justice **Credits: (5)**
- LAJ 520 - Constitutional Issues in Criminal Justice **Credits: (5)**
- LAJ 525 - Race, Class, Gender, and the Administration of Justice **Credits: (5)**
- LAJ 530 - History of Criminal Justice **Credits: (5)**
- LAJ 540 - Law and Social Control **Credits: (5)**
- LAJ 545 - Ethical Issues **Credits: (5)**
- LAJ 598 - Special Topics **Credits: (1-5)**

(Note: May be repeated under different topics (e.g., terrorism, domestic violence, restorative justice) to a maximum of 10 credits.)

Total Credits: 60

Law and Justice Courses

LAJ 511. Theory and Practice (5).

Students study the complex relationships between theoretical explanations of criminal behavior and criminal justice policies. Discuss links between different beliefs about definitions and explanations of criminal behavior, methods of enforcement, justifications for social punishment, and control of criminals, and their culmination in different social policies and practices. Explore the social, political, cultural, and economic underpinnings of criminal justice theory, ideology, and policy. Prerequisite: admissions to the MS in Law and Justice Program.

LAJ 515. Personnel Issues in

Criminal Justice (5). Addresses issues such as recruitment, retention, supervision, evaluation,

workplace human rights, and disciplinary issues. Prerequisite: admissions to the MS in Law and Justice Program.

LAJ 520. Constitutional Issues in Criminal Justice (5). Examines constitutional issues emerging within the context of the criminal justice system, law enforcement, prosecutions, defense, judiciary, corrections, and community supervision. United States Supreme Court decisions reversing and modifying previous case law and effecting criminal justice practices and policy will be presented and discussed. Prerequisite: admissions to the MS in Law and Justice Program.

LAJ 525. Race, Class, Gender, and the Administration of Justice (5).

Study the effects of race, class, and gender on the decision making processes of the criminal justice

system. Examines the historical and legal foundations of racial, class, and sexual injustice, patterns of crime and victimization among minority communities, disproportionate representation of racial minorities, and differential processing of members of minority groups. Explores strategies to eliminate racial, class, and sexual bias. Prerequisite: admissions to the MS in Law and Justice Program.

LAJ 530. History of Criminal

Justice (5). Focus on societal responses to crime and disorder in the United States from the colonial period through the 20th-century. Emphasis will be placed on the study of the social forces that influenced the development of the criminal law and its institution of social control. Prerequisite: admissions to the MS in Law and Justice Program.

LAJ535. Research Methods (5). An overview of issues in scientific research, including theory, hypothesis, population, sample, variables, reliability, and validity. The emphasis is on developing students' ability to perform research designs, data collection, data processing and analysis in the field of criminal justice. Various research techniques will be covered, including writing research reports and proposals, and the use of computers in criminal justice research. Prerequisite: admissions to the MS in Law and Justice Program.

LAJ540. Law and Social Control (5). The nature of social control as it is vested in the objectives, procedures, and authority of law and social institutions. Special emphasis is given to understanding the social-legal implications of social control and the limits of criminal law as a method of social control. A cross-cultural perspective on the relationship between law and social control by introducing another industrialized

country. Prerequisite: admissions to the MS in Law and Justice Program.

LAJ545. Ethical Issues (5). Criminal justice professional must regularly make decisions intended to prevent or redress the most serious social harms. Provides an overview of basic ethical concepts and theories, discusses macro-level ethical issues and problems in the criminal justice processes, and examines specific ethical problems of the various components of the criminal justice process.

Prerequisite: admissions to the MS in Law and Justice Program.

LAJ575. Legal Liability of Criminal Justice Professionals (5). Examines constitutional issues emerging within the context of the criminal justice system, law enforcement, prosecution, defense, judiciary, corrections, and community supervision. United States Supreme Court decisions reversing and modifying previous case law and effecting criminal justice practice and policy will be presented and discussed.

Prerequisite: admissions to the MS in Law and Justice Program.

LAJ598. Special Topics (1-5).

Prerequisite: admissions to the MS in Law and Justice Program. May be repeated for credit under different titles.

LAJ689. Master's Capstone (5). An end-of-program course that includes a basic review of core courses, presentation of thesis, project study, or portfolio and program assessment. Prerequisite: admission to the MS Law and Justice Program, completion of core courses, and student must be within 10 credits of graduation or have permission of the chair. Grade will either be S or U.

LAJ690. Internship (1 - 6). Permission of chair. May be repeated for credit. Grade will either be S or U.

LAJ700. Master's Thesis, Project, Study, or Portfolio (1-5). Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/ or examination. Permission of chair or student's graduate faculty supervisory committee. May be repeated for credit. Grade will either be S or U.

Mathematics Department

College of the Sciences
Ellensburg
Bouillon Hall, room 108
509-963-2103
Fax: 509-963-3226
www.cwu.edu/math

See website for how mathematics may be used for educational and career purposes.

Faculty and Staff

Chair

Timothy Englund, PhD

Professors

Stuart F. Boersma, PhD, differential geometry, general relativity
Timothy Englund, PhD, group theory, representation theory, statistics
Stephen P. Glasby, PhD, computational algebra, representation theory
James D. Harper, PhD, harmonic analysis
Scott M. Lewis, PhD, mathematics education, history of mathematics
Cen-Tsong Lin, PhD, probability and mathematical statistics, actuarial science
Michael Lundin, PhD, mathematics education
Aaron Montgomery, PhD, topology, algebra

Mark Oursland, EdD, mathematics education

Associate Professors

Christine Black, PhD, mathematics education

Yvonne Chueh, PhD, actuarial science, statistics

W. Dan Curtis, PhD, applied mathematics

Jonathan Fassett, PhD, topology, dynamical systems

Kathryn Temple, PhD, actuarial science

Teri Willard, EdD, mathematics education

Assistant Professors

James Bisgard, PhD, analysis

Richard Hilliard, MS, mathematics

Dominic Klyve, PhD, computational number theory, history of mathematics

Jane Whitmire, PhD, mathematics education

Senior Lecturer

Douglas Olson, MS, mathematics

Richard Trudgeon, MA, administration and curriculum

Dale Width, MA, history

Lecturers

Fred McDonald, MT, finance, accounting

Janet Shiver, PhD, mathematics education

Stephen Stein, PhD, educational administration

Bruce Woodcock, MA, education

Staff

Debbie Thomas, secretary

Master of Arts for Teachers: Mathematics

Program Coordinator

Mike Lundin

Bouillon Hall, room 108D

The master of arts for Mathematics Teaching Program has been structured mainly for middle school and high school mathematics teachers. It also may prepare a student for community college teaching and for advanced study in mathematics education. Sequencing of the required coursework is minimal and makes it possible in most cases to complete all the requirements for the degree in three consecutive summer sessions.

Admission Requirements: In addition to general regulations for admission to master's programs, the department prefers that a student has earned a baccalaureate degree with a major in mathematics or equivalent from an accredited college or university. A student with a baccalaureate degree with a major other than mathematics may be admitted to the graduate program upon the recommendation and permission of the chair of the mathematics department. Any deficiencies for regular admission must be removed during the first year of graduate study.

Applicants should have one year of teaching experience certified by an appropriate school official.

Program: The student shall complete at least 46 credits as outlined in an approved course of study filed with the Office of Graduate Studies and Research.

Project, Thesis

The choice among a written report, field study, or other project, or a formal research problem in mathematics or mathematics education which results in a thesis based upon the student's goals, in close consultation with the student's graduate committee.

Master of Arts for Teachers: Mathematics

Program Coordinator

Mike Lundin

Bouillon Hall, room 108D

The master of arts for Mathematics Teaching Program has been structured mainly for middle school and high school mathematics teachers. It also may prepare a student for community college teaching and for advanced study in mathematics education. Sequencing of the required coursework is minimal and makes it possible in most cases to complete all the requirements for the degree in three consecutive summer sessions.

Admission Requirements: In addition to general regulations for admission to master's programs, the department prefers that a student has earned a baccalaureate degree with a major in mathematics or equivalent from an accredited college or university. A student with a baccalaureate degree with a major other than mathematics may be admitted to the graduate program upon the recommendation and permission of the chair of the mathematics department. Any deficiencies for regular admission must be removed during the first year of graduate study.

Applicants should have one year of teaching experience certified by an appropriate school official.

Program: The student shall complete at least 46 credits as outlined in an approved course of study filed with the Office of Graduate Studies and Research.

Required Courses

- MATH 505 - Proof Writing **Credits:** (1)
- MATH 506 - Technology for Teaching Mathematics **Credits:** (1)
- MATH 510 - Games of Chance **Credits:** (3)
- MATH 522 - Modern Programs in Mathematics **Credits:** (2)
- MATH 523 - Math Methods for Jr. High School **Credits:** (2)
- MATH 524 - Math Methods for High School **Credits:** (2)
- MATH 526 - Research Design in Mathematics Education **Credits:** (4)
- MATH 527 - Advanced Statistical Analysis **Credits:** (4)
- MATH 550 - Transformational Geometry **Credits:** (3)
- MATH 562 - Modern Algebra for Teachers **Credits:** (3)
- MATH 566 - Matrices and Their Applications **Credits:** (3)
- MATH 570 - Calculus for Secondary Teachers **Credits:** (3)
- MATH 572 - Elementary Real Analysis **Credits:** (3)
- MATH 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-6)
Credits: (3-6)

Department-approved electives Credits: (6-9)

Total Credits: 46

Project, Thesis

The choice among a written report, field study, or other project, or a formal research problem in mathematics or mathematics education which results in a thesis based upon the student's goals, in close consultation with the student's graduate committee.

Mathematics Courses

MATH 500. Professional Development (1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university. May be repeated for credit.
MATH 505. Proof Writing (1). Review the essentials of mathematical proofs and how to write proofs for mathematical understanding. May be repeated up to 3 credits.

MATH 506. Technology for Teaching Mathematics (1). Methods of appropriate use of technology for teaching mathematics. May be repeated up to 3 credits.
MATH 510. Games of Chance (3). Requiring only the fundamental ideas of basic probability, this course applies and investigates the popular casino games of chance, gambling systems and strategies, the "law of averages," cheating, and the "Gambler's Ruin." Offered in summers only.
MATH 522. Modern Programs in Mathematics (2). Prerequisite: one

year of teaching experience in mathematics or permission. Offered in summers only.
MATH 523. Math Methods for Jr. High School (2). Problems and methods associated with the teaching of mathematics in the junior high or middle school. Prerequisite: one year of teaching experience in mathematics. Offered in summers only.
MATH 524. Math Methods for High School (2). Problems and methods associated with the teaching of mathematics in high school. Prerequisite: one year of teaching experience in

mathematics. Offered in summers only.

MATH 526. Research Design in Mathematics Education (4). This course is an introduction to current research practices in mathematical education. It focuses on evaluating the designs of existent research as well as developing designs for student research leading to student projects and theses. Prerequisite: MATH 311 with a grade of C or higher.

MATH 527. Advanced Statistical Analysis (4). This course is an introduction to statistical methods used in current research practices in mathematics education. This course focuses on interpreting statistics presented in extant research as well as using computer software to generate statistics. Prerequisite: MATH 526.

MATH 532. Discrete Dynamical Systems (4). Introduction to discrete dynamical systems for K-12 mathematics educators, fixed points, periodic points, period doubling route to chaos, Julia sets, and the Mandelbrot set. Students will explore ways in which dynamical systems can be included in the K-12 mathematics curriculum.

MATH 550. Transformational Geometry (3). A study of the group of transformations of the plane: reflections, rotations, translations, glide reflections. As time permits, the properties of dilation's and affinities also will be discussed. Prerequisite: MATH 455. Offered in summers only.

MATH 562. Modern Algebra for Teachers (3). Reexamination of the

fundamental algebraic structures: groups, rings, integral domains, and fields, with examples and applications. Offered in summers only. Prerequisites: MATH 360 and one year of teaching experience.

MATH 565. Applied Numerical Methods I (5). Course covers the following list of topics: numerical stability, iterative methods, canonical forms of matrices, singular value decomposition, computation of eigenvalues and eigenvectors, dominant eigenvalue. Prerequisites: MATH 173, MATH 265, and MATH 330.

MATH 566. Matrices and Their Applications (3). Matrix algebra including finite Markov chains with applications to business, psychology, genetics, and learning models. Sociometric applications to conflict and dominance. Prerequisite: MATH 153. Offered in summers only.

MATH 567. Applied Numerical Methods II (5). Course covers the following list of topics: dominant eigenvalue, least square approximation and projections, discretization, well-posed problems, numerical solutions to ordinary differential equations (ODE's) interpolation, linear programming, and the simplex method. Prerequisites: MATH 173, MATH 265, and MATH 330.

MATH 570. Calculus for Secondary Teachers (3). A re-examination of the processes of differentiation and integration emphasizing their application to the natural, behavioral, social, and managerial sciences. Prerequisite: MATH 173 or equivalent and one

year of teaching experience. Offered in summers only.

MATH 572. Elementary Real Analysis (3). Examines fundamental concepts of sets, sequences, limits, series, functions, continuity, and differentiability. Prerequisite: MATH 173 or equivalent and one year of teaching experience. Offered in summers only.

MATH 591. Workshop (1-6). No more than two workshops for a combined maximum of eight credits can be applied toward a master's program.

MATH 595. Graduate Research (1-10). Prerequisite: permission of advisor. May be repeated for credit. A maximum of five credits may count toward degree requirements. Grade will either be S or U.

MATH 596. Individual Study (1-6). By permission.

MATH 598. Special Topics (1-6). Course content identified by title in the university class schedule. May be repeated for credit.

MATH 599. Seminar (1-5). By permission. May be repeated for credit.

MATH 700. Master's Thesis, Project Study, and/or Examination (1-6). Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/or examination. Prerequisite: permission of chair of student's graduate faculty supervisory committee. May be repeated up to six credits. Grade will either be S or U.

Music Department

College of Arts and Humanities

Ellensburg

Music Building, room 144

509-963-1216

Fax: 509-963-1239

www.cwu.edu/music

See website for how these programs may be used for educational and career purposes.

Faculty and Staff

Chair

Todd Shiver, DMA

Associate Chair

Chris Bruya, MM, jazz studies

Professors

Joseph Brooks, MM, clarinet, saxophone, woodwind methods

Larry D. Gookin, MM, bands, low brass, music education, conducting

Carrie Rehkopf-Michel, MM, violin, chamber music, Kairos String Quartet

John Michel, MM, cello, chamber music, pedagogy, Kairos String Quartet

Hal Ott, DM, flute, literature

John F. Pickett, DM, piano, literature, pedagogy

Vijay Singh, MAT, jazz studies, choir, voice

Jeffrey Snedeker, DMA, horn, brass methods, music history, theory

Associate Professors

Nikolas Caoile, DMA, orchestra, conducting

Mark Goodenberger, MM, percussion

John Harbaugh, MME, trumpet, jazz studies

Daniel Lipori, DMA, music history, bassoon, double reed methods

Bret Smith, PhD, music education, string pedagogy

Assistant Professors

Gayla Blaisdell, PhD, voice, opera

Mark Lane, MM, music education, band

Elaine Ross, PhD, theory, composition

Gary Weidenaar, DMA, choir, conducting, music education

Lecturers

Tim Betts, MM, viola, Kairos String Quartet

Tor Blaisdell, MM, voice

James Durkee, MM, guitar, music literature

Brent Hages, BM, oboe

Jon Hamar, MM, string bass

Sidney Nesselroad, DMA, voice

Heather Netz, MM, violin, music appreciation, Kairos String Quartet

John Neurohr, DMA, trombone, theory

Kristen Neurohr, DMA, theory

Curtis Peacock, MM, tuba, euphonium, history of jazz

Barbara Pickett, MM, piano, class piano

Maria Roditeleva-Wibe, PhD, music history, theory, world music

Florie Rothenberg, DMA, clarinet

Melissa Schiel, DMA, voice

Leslie Schneider, MM, music education

Emelie Spencer, MM, voice, theory

Staff

Marcie Brown, program assistant

Star Heger, fiscal specialist

Allen Larsen, hall manager, audio technician, web manager

Harry Whitaker, piano technician
Tinja Wyman, office supervisor

Graduate Cognate in Music

A graduate cognate in music lends more coherence to the cluster of courses students take beyond those required for the degree and offers more meaningful recognition for extra courses taken beyond the degree requirements.

Admission: Students who have been accepted into a graduate major in music may apply for admission to a graduate cognate in music after they arrive on campus. Admission to a cognate requires the following, in order:

1. Acceptance for admission to CWU graduate program.
2. Acceptance for admission to a major graduate program in music (by audition/ interview).
3. Acceptance for admission to the graduate cognate by separate audition/ interview. This interview/ admission will normally be conducted during the first quarter of enrollment or later. It is not part of the primary admission process so as to avoid confusion of initial advising and enrollment. Acceptance for admission is also dependent on space available in the area, to be determined by faculty in that area.

Guidelines:

1. Students are allowed on graduate cognate in music.
2. Students accepted into a cognate will have an assigned advisor, but will not need to form a graduate committee for the cognate final project or recital. This advisor will be responsible for evaluating the culminating recital or project and will also be a member of the student's graduate committee.
3. Courses counted for the cognate must also be indicated on the course of study form, separate from general, specific and elective curricular requirements.
4. Material and coursework covered in the cognate would be eligible for inclusion in the final examination, as approved by student's major graduate committee chair.

Content: Students must take a minimum of 12 credits of courses approved by the cognate advisor in consultation with the major advisor, normally taken from those that apply to the corresponding major area, **plus** one credit of MUS 600, Graduate Cognate Project in the quarter the required culminating work is presented, above the 45 credits required for the master's degree (totaling a minimum of 58 for the degree with major and cognate).

Subject Areas:

Composition
Conducting
Performance
Performance-Pedagogy
Music Education
Music Theory
Music History

Individual Subject Area Requirements:

Composition

Students receive guided study in their own musical composition, culminating in the presentation of a musical composition or project in the field of composition.

- MUS 523 - Advanced Composition **Credits:** (3)
- MUS 600 - Graduate Cognate Project **Credits:** (1)

Approved Composition/ Theory classes: 6 credits

Normally, courses would be chosen from:

MUS 444, Canon and Fugue (3)

- MUS 522 - Advanced Orchestration **Credits:** (3)
- MUS 523 - Advanced Composition **Credits:** (3)
- MUS 610 - Graduate Seminar in Music: Composer **Credits:** (1-3)
- MUS 613 - Graduate Seminar in Music: Music Theory/ Composition **Credits:** (1-3)

Conducting

Students are provided opportunities to hone their conducting skills, culminating in a project or public performance demonstrating progress in the student's conducting experience.

3 credits of orchestration or arranging courses

- MUS 600 - Graduate Cognate Project **Credits:** (1)

Approved Conducting classes Credits: 9

Student must take three credits of MUS 541.

Normally, courses would be chosen from:

MUS 440, Analytic Tech II (3)

- MUS 522 - Advanced Orchestration **Credits:** (3)
- MUS 541 - Advanced Conducting **Credits:** (3)
- MUS 615 - Graduate Seminar in Music: Conducting **Credits:** (1-3)

Performance

Students receive opportunities, through applied study and performance experience, to improve their performance skills on a primary instrument or voice, culminating in a public performance.

MUS 426, Studio Literature (3)

1 credit ensemble (note: this credit is in addition to three credits required in all master's degrees)

- MUS 600 - Graduate Cognate Project **Credits:** (1)
- MUS 664 - Major Applied Area (Individual Instruction) **Credits:** (2 or 4)
Credits (8)

Performance-Pedagogy

Students receive opportunities to improve performance skills with additional emphasis on the pedagogy of the primary instrument or voice, culminating in an appropriate performance, project or combination in lecture-demonstration.

MUS 425, Studio Pedagogy (3)

1 credit ensemble (note: this credit is in addition to three credits required in all master's degrees)

- MUS 600 - Graduate Cognate Project **Credits:** (1)
- MUS 664 - Major Applied Area (Individual Instruction) **Credits:** (2 or 4)
Credits (8)

Music Education

Students are provided opportunities to study and conduct research in the field of music education in greater depth, culminating in an appropriate written document or project.

- MUS 600 - Graduate Cognate Project **Credits:** (1)

Approved Music Education classes Credits (12)

Normally, courses would be chosen from:

- MUS 560 - Instructional Development in Music Education **Credits:** (3)
- MUS 611 - Graduate Seminar in Music: Music Education **Credits:** (1-3)

Music Theory

Students are provided opportunities to study and conduct research in the field of music theory in greater depth, culminating in an appropriate written document or project.

- MUS 600 - Graduate Cognate Project **Credits:** (1)

Approved Music Theory classes Credits (12)

Note: These credits are in addition to three credits required in all master's degrees.

Normally, courses would be chosen from:

MUS 444, Canon and Fugue (3)

- MUS 520 - Methods of Teaching Theory **Credits:** (3)
- MUS 522 - Advanced Orchestration **Credits:** (3)
- MUS 610 - Graduate Seminar in Music: Composer **Credits:** (1-3)
- MUS 613 - Graduate Seminar in Music: Music Theory/ Composition **Credits:** (1-3)

Music History

Students are provided opportunities to study and conduct research in the field of music history in greater depth, culminating in an appropriate written document or project.

- MUS 600 - Graduate Cognate Project **Credits:** (1)

Approved Music History classes Credits (12)

Normally courses would be chosen from:

- MUS 571 - History of Orchestra Music **Credits:** (3)
- MUS 572 - Music in the 20th Century **Credits:** (3)
- MUS 573 - History of Opera **Credits:** (3)
- MUS 575 - History of Chamber Music **Credits:** (3)
- MUS 576 - History of Choral Music **Credits:** (3)
- MUS 579 - Aesthetics of Music **Credits:** (3)
- MUS 610 - Graduate Seminar in Music: Composer **Credits:** (1-3)
- MUS 612 - Graduate Seminar in Music: Music History/ Literature **Credits:** (1-3)

Jazz Pedagogy Cognate

Students are provided opportunities to study jazz pedagogy through the combined elements of informed jazz performance practice and demonstrated teaching/ coaching of students, culminating in an appropriate pedagogical project or written document.

Required Courses

- MUS 424 - Jazz Pedagogy **Credits:** (3)
- MUS 485 - Choral Arranging **Credits:** (3)
or MUS 486 - Jazz Band Arranging **Credits:** (3)
- MUS 574 - Jazz Styles and History **Credits:** (3)
- MUS 600 - Graduate Cognate Project **Credits:** (1)

Additional Courses - Credits: 3

Minimum of 3 credits from the following in any combination:

(May be repeated for credit)

- MUS 510 - Vocal Jazz Choir **Credits:** (1)
- MUS 532 - Big Band **Credits:** (1)

Total Credits: 13

Music, MM

The master of music curriculum is designed to provide opportunity for depth of study in an area of specialization, to increase professional competence in teaching and performance, and to prepare for continued, self-directed study or advanced graduate study.

Program: All candidates shall complete at least 45 credits as delineated in an approved course of study filed with the Office of Graduate Studies and Research. The major fields are:

1. Composition
2. Conducting
3. Performance
4. Performance-pedagogy
5. Music education

At least one-third of the total credit requirements must be in the major field, including six credits of thesis, one-third in other music courses, including three credits of ensemble and three credits of MUS 521 (Methods of Musical Research), and one-third may be elective courses in supportive areas from any discipline. At least 25 credits applied toward the degree must be at the 500 level or above. Students are expected to plan their program with a graduate advisor and committee.

After meeting minimum criteria for admission into a specific master's degree for each major, candidates must take diagnostic examinations in music history and music theory at the beginning of their first quarter of graduate study. In addition, non-performance majors must also demonstrate a level of musicianship equal to what would be considered appropriate for 300-level study. Students may demonstrate this level of musicianship in several ways, appropriate to the desired degree program or deemed appropriate by the evaluating committee after consultation with the student. Examples include a performance audition in an applied area or conducting (live or taped), a videotape or audiotape of a performance directed by the applicant, or a videotape of a music lesson or class taught by the applicant. Deficiencies in any of the above will be delineated to the student by the faculty along with recommendations for remediation. These recommendations may take the form of, but are not limited to, coursework, selected readings, and applied study. It is the candidate's responsibility to demonstrate the

successful satisfaction of any deficiency. No master of music degree will be awarded until these appraisals have been passed. The music department recommends that the candidate attempt to satisfy these entrance appraisals at the earliest opportunity.

Admission Requirements: In addition to general regulations for admission to the master's program, the following requirements apply to the master of music degree:

1. Candidates must have a bachelor's degree from an accredited college with a major in music or its equivalent.
2. Acceptance into a specific major field will require an evaluation of a candidate's ability conducted by a committee of three faculty members, two of whom will be from the particular major field. Normally one of these two will serve as the candidate's graduate advisor, and the committee as a whole may serve as the candidate's graduate committee. Admission into the institution does not assure admission into a music program. Therefore, candidates should complete the specific requirements for major fields before arrival on campus, but no later than the end of the first quarter.
3. For admission requirements to each field, see section one in each field entry under specific requirements for major fields.

General Requirements

- Courses in major field, including MUS 700, Thesis - Credits: (15-21)
- Other studies in music, including 3 credits in ensemble courses (course substitution for ensemble requirements for summer MM Education degree program) - Credits: (12-15)
- Elective courses in supportive areas - Credits: (6-15)
- MUS 521 - Methods of Musical Research **Credits:** (3)

Total Credits: 45

Specific Requirements for Major Fields:

A. Composition

1. Admission

Admission to this program will be based upon an evaluation of appropriate compositions submitted by the student.

2. Courses in the major field: select from

- MUS 444 - Canon and Fugue (3)
- MUS 522 - Advanced Orchestration **Credits:** (3)
- MUS 523 - Advanced Composition **Credits:** (3)
- MUS 599 - Seminar **Credits:** (1-5)
- MUS 613 - Graduate Seminar in Music: Music Theory/ Composition **Credits:** (1-3)

3. Other studies

Other studies in music should include a minimum of 3 credits in history or literature and 3 credits in theory.

4. The thesis

The thesis (MUS 700, 6 credits) will be an original composition of a level appropriate as a final project and a covering paper. Normally this paper will be based on the thesis composition.

- MUS 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-6)

B. Conducting

1. Admission

Admission to this program will require faculty evaluation of evidence of an appropriate level of musicianship, satisfied in one of the following ways:

- a. A performance or conducting audition
- b. A videotape of a performance directed by the applicant
- c. Other evidence deemed appropriate in consultation with the evaluating committee.

2. This program will require a one-year residency prior to graduation.

Candidates will work under the direct supervision of one of the three conductors of the major performance ensembles (Orchestra, Wind Ensemble, and Choir) during each quarter in residence. The students will be encouraged to work in all three areas whenever possible.

3. Courses in the major field: select from

- MUS 440 - Analytical Techniques II (3)
- MUS 541 - Advanced Conducting **Credits:** (3)
- MUS 599 - Seminar **Credits:** (1-5)
- MUS 615 - Graduate Seminar in Music: Conducting **Credits:** (1-3)

4. Other studies

Other studies in music should include a minimum of 3 credits in history or literature and 3 credits in theory.

5. As a thesis

As a thesis (MUS 700, 6 credits) the student will conduct a public performance and submit a covering paper. Normally this paper will be based on the works conducted.

- MUS 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-6)

C. Performance

1. Admission

Admission to this program will be based upon an evaluation of an audition equivalent in scope to at least one-half of a full baccalaureate recital.

2. Courses in the major field:

A minimum of 12 credits of major applied instruction, MUS 664, in addition to the 6 credits of thesis study. Vocal performance majors must also have MUS 536, MUS 537, and MUS 538, plus one year each of college level French and German. Other selections:

- MUS 561 - Opera Workshop **Credits:** (1-2)
- MUS 592 - Accompanying Practicum **Credits:** (1-3)
- MUS 614 - Graduate Seminar in Music: Performance/ Pedagogy **Credits:** (1-3)

3. Other studies

Other studies in music should include a minimum of 3 credits in history or literature and 3 credits in theory.

4. As a thesis

As a thesis (MUS 700, 6 credits) the student will present a full public recital and submit a covering paper. Normally this paper will be based on the works presented on the recital.

- MUS 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-6)

D. Performance-Pedagogy

1. Admission

Admission to this program will be based upon an evaluation of an audition equivalent in scope to at least one-half of a full baccalaureate recital, and evaluation of a paper written for an undergraduate class in the field of music instruction.

2. Courses in the major field:

A minimum of 12 credits of individual instruction, MUS 664, in addition to the 6 credits of thesis study; 3 credits in MUS 425. Other courses as advised. Additional requirements for vocal majors as in the performance major.

- MUS 425 Credits: (3)
- MUS 664 - Major Applied Area (Individual Instruction) **Credits:** (2 or 4)

3. Other studies

Other studies in music should include a minimum of 3 credits in history or literature and 3 credits in theory.

4. As a thesis

As a thesis (MUS 700, 6 credits) the student will present either:

- a demonstration project, a research paper or a covering paper based on the project and one-half of a public recital.
OR
 - a demonstration project, one-half of a public recital and a covering paper based on the works presented on the recital.
OR
 - a research paper and one-half of a public recital.
- MUS 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-6)

E. Music Education

1. Admission

Admission to this program will be based upon:

- Evaluation of an undergraduate paper in the field of music education.
- The completion of a least one year of successful public school music instruction (under a special request made by the entering student, this requirement may be waived by the music education committee).
- Evidence of an appropriate level of musicianship, satisfied in one of the following ways:
 - 1) A performance audition
 - 2) A videotape or audiotape of a performance directed by the applicant
 - 3) A videotape of a music lesson or class taught by the applicant
 - 4) Other evidence deemed appropriate in consultation with the evaluating committee.

2. Courses

Courses in the major field should include those that enable students to understand and evaluate research in music education: select from

- MUS 425 - Studio Pedagogy (3)
- MUS 520 - Methods of Teaching Theory **Credits:** (3)
- MUS 599 - Seminar **Credits:** (1-5)
- MUS 611 - Graduate Seminar in Music: Music Education **Credits:** (1-3)

3. Other studies

Other studies in music should include a minimum of 3 credits in history or literature and 3 credits in theory.

4. As a thesis

As a thesis (MUS 700, 6 credits), the student will present either

- A research thesis.
OR
 - A demonstration, analytical or creative project and a covering paper based on the project.
- MUS 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-6)

Final Examination

All students must pass a comprehensive final examination, oral, or written and oral, based on their coursework and the thesis. Before the Final Examination can be scheduled, students must have:

1. Satisfied any recommendations made to correct deficiencies revealed by the diagnostic exams.
2. Completed and submitted the written portion of the thesis.

According to University policy, an application for the final examination, approved by the student's graduate committee, must be filed in the Graduate Office at least three weeks in advance of the examination. This application has several specific parts to it, so early acquisition and completion of this form is strongly recommended. Consult the Graduate Office for any and all appropriate deadline dates.

For more details about Graduate Studies in Music, see the Department of Music's Handbook for Graduate Studies available On-line at the department Website: www.cwu.edu/~music.

Graduate Cognate in Music

A graduate cognate in music lends more coherence to the cluster of courses students take beyond those required for the degree and offers more meaningful recognition for extra courses taken beyond the degree requirements.

Admission

Students who have been accepted into a graduate major in music may apply for admission to a graduate cognate in music after they arrive on campus. Admission to a cognate requires the following, in order:

1. Acceptance for admission to CWU graduate program
2. Acceptance for admission to a major graduate program in music (by audition/ interview)
3. Acceptance for admission to the graduate cognate by separate audition/ interview This interview/ admission will normally be conducted during the first quarter of enrollment or later. It is not part of the primary admission process so as to avoid confusion of initial advising and enrollment. Acceptance for admission is also dependent on space available in the area, to be determined by faculty in that area.

Guidelines

1. Students are allowed one graduate cognate in music.
2. Students accepted into a cognate will have an assigned advisor, but will not need to form a graduate committee for the cognate final project or recital. This advisor will be responsible for evaluating the culminating recital or project and will also be a member of the student's graduate committee.
3. Courses counted for the cognate must also be indicated on the course of study form, separate from general, specific and elective curricular requirements.
4. Material and coursework covered in the cognate would be eligible for inclusion in the final examination, as approved by student's major graduate committee chair.

Content

Students must take a minimum of 12 credits of courses approved by the cognate advisor in consultation with the major advisor, normally taken from those that apply to the corresponding major area, plus 1 credit of MUS 600, Graduate Cognate Project in the quarter the required culminating work is presented, above the 45 credits required for the master's degree (totaling a minimum of 58 for the degree with major and cognate).

Subject Areas

Composition
Conducting
Performance
Performance-Pedagogy
Music Education
Music Theory
Music History

Individual Subject Area Requirements:

Composition

Students receive guided study in their own musical composition, culminating in the presentation of a musical composition or project in the field of composition.

MUS 523 - Advanced Composition (3)
MUS 600 - Graduate Cognate Project (1)
Approved Composition/ Theory (6)

Normally, courses would be chosen from:

MUS 444 - Canon and Fugue (3)
MUS 522 - Advanced Orchestration (3)
MUS 523 - Advanced Composition (3)
MUS 547 - Electronic Music Composition (3)
MUS 584 - Choral Composition and Arranging I (3)
MUS 610 - Graduate Seminar in Music: Composer (1-3)
MUS 613 - Graduate Seminar in Music: Music Theory/ Composition (1-3)

Conducting

Students are provided opportunities to hone their conducting skills, culminating in a project or public performance demonstrating progress in the student's conducting experience.

Orchestration or arranging courses (3)
MUS 600 - Graduate Cognate Project (1)
Approved Conducting classes (9)
Student must take 3 credits of MUS 541.

Normally, courses would be chosen from:

MUS 440 - Analytical Techniques II (3)
MUS 522 - Advanced Orchestration (3)
MUS 540 - Choral Interpretation and Techniques (3)
MUS 541 - Advanced Conducting (3)
MUS 584 - Choral Composition and Arranging I (3)
MUS 615 - Graduate Seminar in Music: Conducting (1-3)

Performance

Students receive opportunities through applied study and performance experience to improve their performance skills on a primary instrument or voice, culminating in a public performance.

MUS 426 - Studio Literature (3)
Ensemble (1)
(Note: this credit is in addition to 3 credits required in all master's degrees)
MUS 600 - Graduate Cognate Project (1)
MUS 664 - Major Applied Area (Individual Instruction) Credits: (1, 2, 4)
(Must be taken for 8 credits)

Performance-Pedagogy

Students receive opportunities to improve performance skills with additional emphasis on the pedagogy of the primary instrument or voice, culminating in an appropriate performance, project, or combination in lecture/ demonstration.

MUS 425 - Studio Pedagogy (3)
Ensemble (1)
(Note: this credit is in addition to 3 credits required in all master's degrees)
MUS 600 - Graduate Cognate Project (1)
MUS 664 - Major Applied Area (Individual Instruction) Credits: (1, 2, 4)
(Must be taken for 8 credits.)

Music Education

Students are provided opportunities to study and conduct research in the field of music education in greater depth, culminating in an appropriate written document or project.

MUS 600 - Graduate Cognate Project (1)
Approved Music Education classes (12)
Normally, courses would be chosen from:

MUS 560 - Instructional Development in Music Education (3)
 MUS 582 - Instrumental Administration Techniques (3)
 MUS 611 - Graduate Seminar in Music: Music Education Credits: (1-3)

Music Theory

Students are provided opportunities to study and conduct research in the field of music theory in greater depth, culminating in an appropriate written document or project.

MUS 600 - Graduate Cognate Project (1)
 Approved Music Theory classes (12)
 Note: These credits are in addition to 3 credits required in all master's degrees.
 Normally, courses would be chosen from:
 MUS 444 - Canon and Fugue (3)
 MUS 520 - Methods of Teaching Theory (3)
 MUS 522 - Advanced Orchestration (3)
 MUS 547 - Electronic Music Composition (3)
 MUS 584 - Choral Composition and Arranging I (3)
 MUS 610 - Graduate Seminar in Music: Composer Credits: (1-3)
 MUS 613 - Graduate Seminar in Music: Music Theory/ Composition (1-3)

Music History

Students are provided opportunities to study and conduct research in the field of music history in greater depth, culminating in an appropriate written document or project.

MUS 600 - Graduate Cognate Project (1)
 Approved Music History classes (12)
 Normally courses would be chosen from:
 MUS 570 - History of Vocal Art (3)
 MUS 571 - History of Orchestra Music (3)
 MUS 572 - Music in the 20th Century (3)
 MUS 573 - History of Opera (3)
 MUS 575 - History of Chamber Music (3)
 MUS 576 - History of Choral Music (3)
 MUS 579 - Aesthetics of Music (3)
 MUS 610 - Graduate Seminar in Music: Composer (1-3)
 MUS 612 - Graduate Seminar in Music: Music History/ Literature (1-3)

Music Courses

MUS 500. Professional Development (1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university. May be repeated for credit.

MUS 510. Vocal Jazz Choir (1). An ensemble specializing in performance of repertoire from jazz choir tradition established in the Northwest and beyond. Limited to SATB singers and rhythm section instruments. May be repeated for

up to six credits. For graduate students. Must attend all scheduled rehearsals and performances. By permission. May be repeated for credit.

MUS 513. Flute Choir (1). Two hours of rehearsal per week plus all scheduled rehearsals and performances. For graduate students. Prerequisites: previous experience in flute performance. May be repeated for credit.

MUS 514. Brass Choir (1). For graduate students. See MUS 214 for description. By permission. May be repeated for credit.

MUS 515. Chamber Orchestra (1). By permission of instructor. For

graduate students. See MUS 215 for description. May be repeated for credit.

MUS 517. Chamber Music Ensemble (1). One hour coaching plus two hours rehearsal per week plus all scheduled rehearsals and performances. Instruction available in performance areas A, C-E, H, L. By permission. May be repeated for credit.

MUS 520. Methods of Teaching Theory (3). By permission.

MUS 521. Methods of Musical Research (3). Learning to formulate a logical approach to the process of identification, location, and evaluation of materials available to

the music researcher and developing expertise in technical writing about music.

MUS 522. Advanced Orchestration

(3). Study of various scores and treatises. Individual projects.

Prerequisite: MUS 422C. May be repeated for credit.

MUS 523. Advanced Composition

(3). Selected topics in composition.

Prerequisite: MUS 420. May be repeated for credit.

MUS 529. Percussion Ensemble (1).

For graduate students. See MUS 229 for description. By permission. May be repeated for credit.

MUS 532. Big Band (1). Must

attend all scheduled rehearsals and performances. For graduate students. See MUS 232 for description. By permission May be repeated for credit.

MUS 535. Laboratory Choir (1). For

graduate students. Two hours of rehearsal per week plus all scheduled rehearsals and performances. By permission. May be repeated for credit.

MUS 536. Diction for Singers 1 (2).

A course designed to teach the singer and choral director the International Phonetic Alphabet symbols, the correct execution of Italian, Latin, and English sounds, and the basic pronunciation rules of the three languages. At the graduate level students will be focusing on finer details within each language and preparing more advanced texts.

MUS 537. Diction for Singers 2

(Advanced IPA and German) (2). A

course designed to teach the singer and choral director the International Phonetic Alphabet symbols as specifically applied to the German language, the correct execution of German sounds, and the basic pronunciation rules of German. Prerequisite: MUS 536.

MUS 538. Diction for Singers 3

(Advanced IPA and French) (2). A course designed to teach the singer and choral director the

International Phonetic Alphabet symbols as specifically applied to the French language, the correct execution of French sounds and the basic pronunciation rules of French.

At the graduate level students will be focusing on finer details of French, and preparing more advanced texts. Prerequisite: MUS 536.

MUS 541. Advanced Conducting

(3). Emphasis upon the conducting of advanced literature in the major performance media. Prerequisite: MUS 342. May be repeated for credit.

MUS 549. Jazz Improvisation for the Jazz Impaired Teacher (2). The

course is designed to be an online class that addresses the needs of a teacher or current upper division student who has had little or no experience in teaching jazz improvisation. The basic skills addressed in the class will be jazz piano, composing, skills needed to create a jazz solo, and learning the jazz language through transcribing a recorded jazz solo. Prerequisite: undergraduate degree in music or by permission.

MUS 554H. Advanced Technique

Class: Guitar (1-3). For advanced study on secondary instruments. May be repeated up to 6 credits.

MUS 558. Survey of Solo Vocal

Literature (3). All periods, performance or listening.

Background, stylistic traits, and performance concepts of the Art Song. By permission.

MUS 560. Instructional

Development in Music Education

(3). Curriculum design, learning styles, rehearsal and classroom management, and current trends impacting music education.

MUS 561. Opera Workshop (1-2).

A class leading to the performance of scenes or single acts from opera. By permission of instructor. May be repeated for credit.

MUS 562. Opera Production (1-3).

A class leading to performance of a

complete opera. MUS 462 and MUS 562 are layered courses; students may not receive credit for both. May be repeated for credit.

MUS 564. Major Applied Area

(Individual Instruction) (2 or 4).

Half-hour lesson per week for 2 credits or an hour lesson per week for 4 credits. Instruction available in performance areas A-H. Open to non-performance and non-performance pedagogy majors with permission of instructor. May be repeated for credit.

MUS 564A. Major Applied Area:

Piano (2 or 4). Half-hour lesson per week for 2 credits or an hour lesson per week for 4 credits. Instruction available in performance areas A-H. Open to non-performance and non-performance pedagogy majors with permission of instructor. May be repeated for credit.

MUS 564B. Major Applied Area:

Voice (2 or 4). Half-hour lesson per week for 2 credits or an hour lesson per week for 4 credits. Instruction available in performance areas A-H. Open to non-performance and non-performance pedagogy majors with permission of instructor. May be repeated for credit.

MUS 564C. Major Applied Area:

Strings (2 or 4). Half-hour lesson per week for 2 credits or an hour lesson per week for 4 credits. Instruction available in performance areas A-H. Open to non-performance and non-performance pedagogy majors with permission of instructor. May be repeated for credit.

MUS 564D. Major Applied Area:

Woodwinds (2 or 4). Half-hour lesson per week for 2 credits or an hour lesson per week for 4 credits. Instruction available in performance areas A-H. Open to non-performance and non-performance pedagogy majors with permission of instructor. May be repeated for credit.

MUS 564E. Major Applied Area:

Brass (2 or 4). One half-hour lesson

per week for 2 credits; one hour lesson per week for 4 credits; 1 credit if offered one term only during summer session. All students enrolled in lessons will register for the weekly recital hour. Instruction available in performance areas A-I. Open to non-Performance and non-Performance Pedagogy majors. By permission of instructor. May be repeated for credit.

MUS 564G. Major Applied Area: Percussion (2 or 4). Half-hour lesson per week for 2 credits or an hour lesson per week for 4 credits. Instruction available in performance areas A-H. Open to non-performance and non-performance pedagogy majors with permission of instructor. May be repeated for credit.

MUS 564H. Major Applied Area: Guitar (2 or 4). Half-hour lesson per week for 2 credits or an hour lesson per week for 4 credits. Instruction available in performance areas A-H. Open to non-performance and non-performance pedagogy majors with permission of instructor. May be repeated for credit.

MUS 566. Wind Ensemble (1-2). Open to students with demonstrated proficiency on band instruments by audition or permission of the instructor. Five hours rehearsal per week plus all scheduled rehearsals and performances. For graduate students. Two credits normally offered during academic year and one credit if offered one term only during summer session. For graduate students. May be repeated for credit.

MUS 567. University Choir (1-2). See MUS 267 for description. Two credits normally offered during academic year and one credit if offered one term only during summer session. For graduate students. May be repeated for credit.

MUS 568. Chamber Choir (2). See MUS 268 for complete description. May be repeated for credit.

MUS 571. History of Orchestra Music (3). Forms and styles from the 17th to 20th centuries.

MUS 572. Music in the 20th Century (3). Forms and styles relevant to 20th-century music.

MUS 573. History of Opera (3).

MUS 574. Jazz Styles and History (3). A survey of jazz history focused on the evolution of jazz styles.

Course activities include analysis, transcription, guided listening, imitative composition, research, and essay writing.

MUS 575. History of Chamber Music (3). Forms and styles from the late 16th-century to the present.

MUS 576. History of Choral Music (3). Forms and styles from medieval to modern.

MUS 577. Orchestra (1-2). Open to all students proficient on orchestral instruments by permission of director. Five hours rehearsal per week plus all scheduled rehearsals and performances. Two credits normally offered during academic year and one credit if offered one term only during summer session. For graduate students. May be repeated for credit.

MUS 579. Aesthetics of Music (3). Examination of various perspectives in the meaning and value of music.

MUS 587. Marching and Concert Band (1-2). Fall quarter only. See MUS 287 for description. For graduate students. May be repeated for credit.

MUS 588. Symphonic Band (2). See MUS 288 for description. For graduate students. May be repeated for credit.

MUS 592. Accompanying Practicum (1-3). By assignment of instructor. Minimum three hours rehearsal weekly per credit plus performances. For graduate students. May be repeated for credit.

MUS 595. Graduate Research (2). For students doing preliminary or continuing thesis/ project research. May be repeated once for credit. May not be included in the course of study or counted toward the master's degree. By permission. May be repeated for credit. Grade will either be S or U.

MUS 596. Individual Study (1-6). May be repeated for credit.

MUS 598. Special Topics (1-6). May be repeated for credit.

MUS 599. Seminar (1-5). May be repeated for credit.

MUS 600. Graduate Cognate Project (1). Students in approved graduate cognates in music must register for this course in the quarter they complete an approved culminating project. See specific cognate descriptions for details. Grade will either be S or U.

MUS 610. Graduate Seminar in Music: Composer (1-3). Study of a particular composer's life and works. Prerequisite: graduate standing. May be repeated up to 6 credits.

MUS 611. Graduate Seminar in Music: Music Education (1-3). Seminar in selected topics in music education. Prerequisite: graduate standing. May be repeated up to 6 credits.

MUS 612. Graduate Seminar in Music: Music History/Literature (1-3). Seminar in selected topics in music history/ literature.

Prerequisite: graduate standing. May be repeated up to 6 credits.

MUS 613. Graduate Seminar in Music: Music Theory/Composition (1-3). Seminar in selected topics in music theory and/ or composition.

Prerequisite: graduate standing. May be repeated up to 6 credits.

MUS 614. Graduate Seminar in Music: Performance/Pedagogy (1-3). Seminar in selected topics in music performance and/ or pedagogy. Prerequisite: graduate standing. May be repeated up to 6 credits.

MUS 615. Graduate Seminar in Music: Conducting (1-3). Seminar in selected topics in conducting. Prerequisite: graduate standing. May be repeated up to 6 credits.

MUS 664. Major Applied Area (Individual Instruction) (2 or 4). Half-hour lesson per week for 2 credits or an hour lesson per week

for 4 credits. Instruction available in performance areas A-H. Open to performance and performance pedagogy majors with permission of instructor. May be repeated for credit.

MUS 700. Master's Thesis, Project Study, and/or Examination (1-6). Designed to credit and record

supervised study for the master's thesis, non-thesis project, studio project, public recital, and/ or examination. Prerequisite: permission of chair of student's graduate faculty supervisory committee. May be repeated up to 6 credits. Grade will either be S or U.

Nutrition, Exercise, and Health Sciences Department

College of Education and Professional Studies

Ellensburg

Dorothy Purser Hall, room 101

509-963-1912

Fax: 509-963-1848

www.cwu.edu/health-science

See website for how these programs may be used for educational and career purposes.

Faculty and Staff

Chair

Vincent M. Nethery, PhD

Graduate Program Director

Leonardo J. D'Acquisto, EdD

Professors

Ethan R. Bergman, PhD, RD, dietetics, sports nutrition

Leonardo J. D'Acquisto, EdD, sport physiology, kinesiology, human anatomy

David L. Gee, PhD, nutrition & metabolism, nutrition and chronic diseases, sports nutrition

Vincent M. Nethery, PhD, clinical physiology, sport physiology, environmental physiology, human anatomy.

Associate Professors

Timothy R. Burnham, PhD, clinical physiology, sport physiology, human anatomy

Linda Cashman, MS, RD, dietetics

Susan Hawk, PhD, RD, dietetics, clinical nutrition

Keith Monosky, MPM, EMT-P, emergency medical services management, health policy

Harry Papadopoulos, PhD, clinical physiology, sport physiology, physical activity interventions

Assistant Professors

Virginia Bennett, PhD, RD, cultural nutrition, developmental nutrition

Michael Everett, PhD, EMT-P, emergency medical services

Kelly Kerr-Pritchett, PhD, RD sports nutrition, clinical nutrition, eating disorders

Robert Pritchett, PhD, sport physiology, environmental physiology

Tracy Watkins, MBA, CHE, food service management

Emeritus Professor

Robert McGowan, PhD, clinical and exercise sport psychology

Staff

Rhonda Busch-Gehlen, assistant to the chair

Brian Contreras, instructional classroom support technician-clinical physiology, cadaver anatomy, and exercise science

Lucinda Engel, instructional classroom support technician food science

Edith Fowler, office manager

Lori Hauser, EMS-Paramedicine, office assistant

Department Information

The graduate programs in Nutrition, Exercise, and Health Sciences are designed to provide knowledge and expertise for

students intending to pursue higher-level graduate study in doctoral or professional programs, seeking a terminal degree for entry-level positions in a variety of private and public settings, as well as for positions at community colleges and other tertiary levels. Human functioning is the overriding theme of all curricula offerings. The master of science degrees offered by NEHS require completion of a minimum of 45 credits as outlined in an approved course of study filed with the Office of Graduate Studies and Research. The course of study is structured in consultation with the student's academic advisor and is approved by the department graduate program director. The specifics on the course of study depend on the degree program, and include both required and department-approved elective courses.

Admission

Applicants must first meet the general requirements for graduate study as determined by the Office of Graduate Studies and Research, and then the specific requirements of their selected program within the Department of Nutrition, Exercise, and Health Sciences (see individual programs). Conditional or probationary admission may be granted in certain circumstances.

Exercise Science, MS

The master of science degree in Exercise Science prepares students for further study at the doctoral or professional level, careers in higher education, clinical settings, and sport sciences. Prospective candidates holding a degree in a relevant major, including exercise science, biology, chemistry, nutrition, or health sciences, are encouraged to apply. Courses encompassing anatomy, physiology, exercise physiology, kinesiology, mechanics, biology, chemistry, statistics, and nutrition are strongly recommended at the undergraduate level. The Graduate Record Examination (GRE) and a scientific writing example, per department requirements, are required.

Required Courses

- EXSC 551 - Advanced Physiology of Exercise I: Metabolism and Skeletal Muscle **Credits:** (4)
- EXSC 552 - Advanced Physiology of Exercise II: Pulmonary Cardiovascular Systems **Credits:** (4)
- EXSC 553 - Laboratory Techniques in Stress Physiology **Credits:** (5)
- EXSC 557 - Research Methods and Design in Exercise and Nutritional Science **Credits:** (4)
- EXSC 560 - Inferential Statistics in Exercise and Nutritional Sciences **Credits:** (4)
- EXSC 564 - Gross Human Anatomy: Cadaver Dissection **Credits:** (1)
- EXSC 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-6)
(EXSC 700 must be taken for 6 credits)

Electives

12 credits minimum from following courses

- EXSC 555 - Environmental Stress and Human Performance **Credits:** (3)
- EXSC 556 - Ergogenic Aids and Human Performance **Credits:** (3)
- EXSC 559 - Applied Kinesiology **Credits:** (3)
- EXSC 562 - Clinical Exercise Physiology **Credits:** (3)
- EXSC 595 - Graduate Research **Credits:** (1-6)
(Other electives by advisement)

Total Credits: 45

Nutrition, MS

The master of science degree in nutrition provides opportunities for students to concentrate at the master's level in the study of nutrition. The goal of the program is to prepare students to enter the workforce as specialists in nutrition or to prepare them to continue their graduate education at the doctoral level. The program offers small classes, the opportunity to work closely with faculty, an excellent learning environment, and an opportunity to conduct original research. Graduate students in nutrition have had their master's thesis consistently presented at national conferences including those of the American Dietetic Association and the American College of Sports Medicine.

Admission into the MS in nutrition is selective. Applicants are expected to have an undergraduate degree in nutrition or related fields. However, students with undergraduate degrees in biology and health science areas are encouraged to apply but can expect to take a number of undergraduate courses as part of their course load. All applicants to the MS in nutrition are required to take the Graduate Record Examination (GRE).

Required Courses

- EXSC 557 - Research Methods and Design in Exercise and Nutritional Science **Credits:** (4)
- EXSC 560 - Inferential Statistics in Exercise and Nutritional Sciences **Credits:** (4)

- NUTR 543 - Advanced Nutritional Biochemistry **Credits:** (3)
- NUTR 545 - Advanced Studies in Developmental Nutrition **Credits:** (4)
- NUTR 547 - Nutrition Update **Credits:** (3)
- NUTR 700 - Master's Thesis **Credits:** (1-6) (or option)

Department-approved electives: Credits 21

Total Credits: 45

Exercise Science Courses

EXSC 551. Advanced Physiology of Exercise I: Metabolism and Skeletal Muscle (4). Application of physiological principles to the regulation of cellular and organic processes during exercise. Regulation, control, and adaptation of metabolic pathways. Response and adaptation of skeletal muscle to both acute and chronic exercise. Prerequisite: admission to the NEHS graduate program or permission of the instructor.

EXSC 552. Advanced Physiology of Exercise II: Pulmonary Cardiovascular Systems (4). Responses and adaptations of cardiovascular and pulmonary systems to acute and chronic exercise. Neural and humoral mechanisms of control during exercise. Prerequisite: EXSC 551 or permission of the instructor.

EXSC 553. Laboratory Techniques in Stress Physiology (5). Techniques for the assessment of human physiological characteristics during rest and exercise stress. Prerequisites: EXSC 551 and 552. Two hours lecture and two hours lab per week.

EXSC 555. Environmental Stress and Human Performance (3). Influence of a variety of environmental factors on human performance. Adaptations to environmental stressors through constant exposure. Prerequisites: EXSC 551 and 552.

EXSC 556. Ergogenic Aids and Human Performance (3). Use of physical, physiological, pharmacological, and psychological aids to improve human

performance. Prerequisites: EXSC 551 and 552.

EXSC 557. Research Methods and Design in Exercise and Nutritional Science (4). Concepts of the scientific research process including selection of a research topic, literature review, project methods and design, hypothesis testing, and research proposals for exercise and nutritional science will be studied. Prerequisite: EXSC 560.

EXSC 559. Applied Kinesiology (3). Study of human movement from a multidisciplinary perspective. Disciplines may include anthropology, sociology, psychology, economics, medicine, exercise physiology, biomechanics, nutrition, motor learning, motor development, and physical education. Prerequisites: EXSC 551 and EXSC 552 or permission of the instructor.

EXSC 560. Inferential Statistics in Exercise and Nutritional Sciences (4). Concepts of quantitative procedures including correlation, regression, t-tests, and ANOVA's up to two-way will be studied with results statements generated using data sets drawn from research in these disciplines. EXSC 560 and HPE 560 are equivalent course, students may not receive credit for both.

EXSC 562. Clinical Exercise Physiology (3). This course introduces students to exercise principles and applications as they relate to individuals with chronic diseases and disabilities. Prerequisites: EXSC 551 or EXSC 552.

EXSC 564. Gross Human Anatomy: Cadaver Dissection (1). Gross anatomy dissection of cadaver. One lab session weekly. Can be repeated for up to two credits during the same quarter.

EXSC 590. Cooperative Education (1-6). An individualized, contracted field experience with business, industry, government, or social service agencies. The contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. By permission. Grade will either be S or U.

EXSC 595. Graduate Research (1-6). Development and investigation of an approved laboratory or field research problem. Maximum of 6 credits may be included in course of study for the master's degree.

EXSC 596. Individual Study (1-6). By permission. May be repeated for credit.

EXSC 598. Special Topics (1-5). May be repeated for credit.

EXSC 599. Seminar (1-5). May be repeated for credit.

EXSC 700. Master's Thesis, Project Study, and/or Examination (1-6). Designed to credit and record supervised study for the master's thesis, non-thesis project, and/or examination. Prerequisite: permission of chair of student's graduate faculty supervisory committee. By permission. May be repeated up to 6 credits. Grade will either be S or U.

Nutrition Courses

NUTR 541. Applications in Dietetics (5). Concepts in clinical and community nutrition as well as

food service management and administration. Interviewing and communication; assessing clients for nutritional risk; production and procurement practices; management functions and computer and research applications.

NUTR 543. Advanced Nutritional Biochemistry (3). Advanced study of the effects of macro and micro-nutrients on human metabolism. Prerequisite: NUTR 443.

NUTR 545. Advanced Studies in Developmental Nutrition (4). Review of effects of nutrition on growth and development.

Nutritional assessment and evaluation of individuals and programs. Current issues in nutrition policies and programs with emphasis on early childhood. Prerequisite: NUTR 345.

NUTR 547. Nutrition Update (3). Recent advances in nutrition research. Advanced study of selected nutrition problems. Prerequisite: NUTR 245. With permission, may repeat every other year.

NUTR 595. Graduate Research (1-10). Development and investigation of an approved laboratory or field research problem. By permission.

May be repeated. Maximum of six credits may be included in MS course of study. Grade will either be S or U.

NUTR 596. Individual Study (1-6). May be repeated for credit.

NUTR 598. Special Topics (1-5). May be repeated for credit.

NUTR 700. Master's Thesis (1-6). Designed to credit and record supervised study for the master's thesis. Prerequisite: permission of chair of the student's graduate committee. By permission May be repeated for credit. Grade will either be S or U.

Philosophy and Religious Studies Department

College of Arts and Humanities

Ellensburg

Language and Literature Building, room 337

509-963-1818

Fax 509-963-1822

www.cwu.edu/philosophy

See website for how these programs may be used for educational and career purposes.

Faculty and Staff

Chair

Heidi M. Szpek, PhD

Professor

Chenyang Li, PhD, (on leave) Asian philosophy, comparative philosophy, ethics, social and political philosophy

Associate Professors

Cynthia Coe, PhD, 20th century continental philosophy, feminist philosophy, director of women studies

Jeffrey Dippmann, PhD, world religions, Chinese Buddhism and Daoism

Heidi Szpek, PhD, Hebrew Bible, Western religious traditions, Judaism, Holocaust studies, World Religious

Assistant Professors

Matthew Altman, PhD, early modern philosophy (Kant), 19th century philosophy, ethics and applied ethics, social and political philosophy, philosophy of art, director William O. Douglas Honors College

Gary Bartlett, PhD, philosophy of mind, cognitive science, epistemology

Emeritus Professors

Raeburne S. Heimbeck, PhD

Webster F. Hood, PhD

Chester Z. Keller, PhD

Staff

Lori Hauser, secretary senior

Department Information

The Department of Philosophy and Religious Studies does not offer graduate degrees.

Philosophy Courses

PHIL 503. Philosophy of Education (3). Various philosophic positions

which lead to an understanding of the educational enterprise. PHIL 503 and EDF 503 are cross-listed

courses; student may not receive credit for both.

PHIL 596. Individual Studies (1-6).
Prerequisites: Graduate students or seniors, GPA of 3.0 in philosophy, and a cumulative GPA of 3.0 plus approval of the instructor and chair of the department.

PHIL 598. Special Topics (1-6).

Religious Studies Courses

RELS 596. Individual Studies (1-6).
Prerequisites: Graduate students or seniors, GPA of 3.0 in philosophy

and a cumulative GPA of 3.0 plus approval of the instructor and chair of the department.

Physical Education, School, and Public Health Department

College of Education and Professional Studies

Ellensburg

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See website for how these programs may be used for educational and career purposes.

Faculty and Staff

Chair

Kenneth Briggs, EdD

Director of Graduate Studies

Kirk Mathias, EdD

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Professors

Kenneth Briggs, EdD, health education, pedagogy

Stephen C. Jefferies, PhD, physical education, pedagogy

Melody Madlem, PhD, CHES, public health, health education

Kirk Mathias, EdD, physical education, pedagogy

Associate Professor

Heidi Henschel Pellett, EdD, physical education, pedagogy

Assistant Professors

Vanessa Harbor, PhD, public health

Rebecca Pearson, MPH, PhD, public health, health education

Mark Perez, PhD, school health, pedagogy

Richard Unruh, EdD, athletic administration

Pete Van Mullem, EdD, athletic administration

P. Stefan Ward, PhD, physical education, pedagogy

Therese Young, MA, dance, physical education

Lecturer

Kristine Espinoza, MS, health education, pedagogy

Emeritus Professors

Gary Frederick, EdD, physical education

Andrew P. Jenkins, PhD, health education

Robert McGowan, PhD, sport psychology and athletic administration

Staff

Rhonda Busch-Gehlen, assistant to the chair

Joy Chrismer, NPAV building coordinator, equipment manager

Debra D'Acquisto, activity program coordinator

Edie Fowler, PESPH department manager

Debbie Nethery, pool manager

Master of Science

Health and Physical Education

The student shall complete at least 45 credits as outlined in an approved course of study filed with the office of Graduate Studies and Research. The course of study is structured in consultation with the student's academic advisor and is approved by the department director of graduate studies. Conditional or probationary admission may be granted to applicants not meeting all of the admission criteria.

Health and Physical Education, Athletic Administration Specialization, MS

The athletic administration specialization is focused on the development of skills and knowledge related to the administration of athletics especially in public school settings. It is intended for individuals who coach or are interested in exploring possibilities for becoming school athletic directors. The program expands on topics included in the instructional curriculum of the National Interscholastic Athletic Administrators Association (NIAAA). Opportunities exist to gain additional NIAAA certification as part of this program.

Individuals wishing to specialize in athletic administration should contact the Department of Physical Education, School, and Public Health for program availability.

Required Courses

- HPE 510 - Issues in Health and Physical Education **Credits:** (3)
- HPE 546 - Advanced Administration of Athletics **Credits:** (3)
- HPE 547 - Healthy Living for Athletes, Coaches, and Administrators **Credits:** (3)
- HPE 557 - Research Methods and Design in Health and Physical Education **Credits:** (4)
- HPE 560 - Statistical Applications in Health and Physical Education **Credits:** (4)
- HPE 570 - Legal Liability and Risk Management **Credits:** (3)
- HPE 581 - Technological Applications in Health and Physical Education **Credits:** (3)
- HPE 583 - Leadership and Decision Making in Interscholastic Sports **Credits:** (3)
- HPE 584 - Mentoring of Coaches and Athletes **Credits:** (3)
- HPE 585 - Event, Facilities, and Scheduling Management of Sport **Credits:** (3)
- HPE 586 - Athletic Budgeting, Finance, and Fundraising **Credits:** (3)
- HPE 587 - Governing Organizations in Sports and Athletics **Credits:** (2)
- HPE 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-6)
HHPN 700 must be taken for six credits.
- PE 590 - Cooperative Education **Credits:** (1-6)

Total Credits: 46

Health and Physical Education, MS

The master of science in health and physical education offers an on-line program focused on the types of knowledge and skills that will enhance one's effectiveness as a teacher of physical education and health education. In addition to general university requirements for admission to the graduate school, full admission to the graduate program in health and physical education requires an undergraduate degree with a major in the student's desired area of study.

Required Courses

- HPE 510 - Issues in Health and Physical Education **Credits:** (3)
- HPE 557 - Research Methods and Design in Health and Physical Education **Credits:** (4)
- HPE 560 - Statistical Applications in Health and Physical Education **Credits:** (4)
- HPE 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-6)

Department-approved electives - Credits: 28

Total Credits: 45

Health Education Courses

HED 500. Professional Development (1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional

requirements for endorsements or teaching certificates offered through the university. May be repeated for credit.

HED 590. Cooperative Education (1-6). An individualized contracted field experience with business,

industry, government, or social service agencies. The contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. By permission. May

be repeated for credit. Grade will either be S or U.

HED 591. Workshop (1-6). May be repeated for credit.

HED 596. Individual Study (1-6). By permission. May be repeated for credit.

HED 598. Special Topics (1-6). May be repeated for credit.

HED 599. Seminar (1-5). May be repeated for credit.

Health and Physical Education Courses

HPE 510. Issues in Health and Physical Education (3).

Examination of current issues, problems, and challenges affecting health and physical education professions.

HPE 546. Advanced

Administration of Athletics (3). Principles and practices of athletic administration: budgeting, resource control, personnel development, alumni relations. By permission.

HPE 547. Healthy Living for Athletes, Coaches, and Administrators (3). Provides insights and ameliorations for the effects of the stressful lifestyle of athletes, coaches, and athletic department administrators.

Students will develop a handbook of information, stress identifier exercises, and lifestyle adjustment techniques. May be repeated up to six credits.

HPE 557. Research Methods and Design in Health and Physical Education (4). Introduction to the process of planning and understanding research.

HPE 560. Statistical Applications in Health and Physical Education (4). Application of statistics to research in health and physical education. Analysis of data sets drawn from research in these disciplines. HPE 560 and EXSC 560 are layered courses; students may not receive credit for both.

HPE 570. Legal Liability and Risk Management (3). Lecture and discussion course on general legal

terminology, personal and tort law, and methods used to implement organizational risk management programs.

HPE 575. Principles of Administration in Health and Physical Education (3).

HPE 577. Physical Education Curriculum Design (3). Design and creation of a physical education curriculum that meets state and national standards.

HPE 578. Physical Education Program Promotion (3). Understanding the various strategies currently being used by physical education teachers to promote their programs and developing a school-based promotional plan.

HPE 579. Supervision of Student Teachers in Physical Education (3). Introduction to the history of supervision, a breakdown of the process, and opportunities to practice supervision conferencing.

HPE 580. Physical Education Grant Writing and Fundraising (3). This course is designed to assist students in obtaining the skills and knowledge necessary for writing funding proposals in physical education and related fields.

HPE 581. Technological Applications in Health and Physical Education (3).

Introduction to technological applications in HHPN and strategies for delivery of CWU online MS degree program in HHPN. Prerequisite: admission to HHPN graduate program.

HPE 583. Leadership and Decision Making in Interscholastic Sports (3). Students will examine the characteristics and skills of effective leaders and investigate the various roles and responsibilities of the athletic director. Students will define and apply knowledge of management, supervision, and decision-making skills and strategies used by effective leaders

in athletics. Prerequisite: admission to the master of science in PESPH.

HPE 584. Mentoring of Coaches and Athletes (3). The mentoring course provides students with the knowledge, skills, and personal behaviors, and relationships that affect the athletic director's ability to mentor coaches and student-athletes. Students will review the concepts of leadership and apply them to mentoring theory. Mentoring theory and leadership skills will be applied to mentoring activities within and outside of the class in efforts to create a mentoring program. Prerequisite: open to students in the physical education, school, and public health program.

HPE 585. Event, Facilities, and Scheduling Management of Sport (3). Provides students with the knowledge and understanding of the protocols and process of scheduling and managing events and facilities. Students will practice scheduling and management processes. Organizational, communication, and technological skills will be emphasized and refined. Prerequisite: admitted to the Athletic Administration Program.

HPE 586. Athletic Budgeting, Finance, and Fundraising (3). Budgeting and fund raising course provides students with the exploration and applications of budgeting and fundraising philosophies, considerations, strategies, and timelines for athletic programs. Students will examine various development and planning processes for athletic budgeting and fundraising, including the consideration of equity principles. Prerequisite: open to students in the physical education, school, and public health program.

HPE 587. Governing Organizations in Sports and Athletics (2). This course provides students with the knowledge and understanding of the agencies that regulate, support,

and review sport and athletic programs, such as the NCAA, NFHS, WIAA, and other athletic-related associations. Prerequisite: Admission to the MS in PESPH.

HPE 595. Graduate Research (1-6). Development and investigation of an approved laboratory or field research problem. May be repeated. Maximum of 6 credits may be included in course of study for the master's degree. Prerequisite: permission of major advisor. By permission. May be repeated for credit.

HPE 700. Master's Thesis, Project Study, and/or Examination (1-6). Designed to credit and record supervised study for the master's thesis, non-thesis project, and/or examination. Prerequisite: permission of chair of student's graduate faculty supervisory committee. By permission. May be repeated up to 6 credits. Grade will either be S or U.

Physical Education Courses

PE 500. Professional Development (1-5). Development topics and

issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university. May be repeated for credit. Grade will either be S or U.

PE 521. Advanced Football Coaching (3).

PE 523. Advanced Basketball Coaching (3).

PE 524. Advanced Track Coaching (3).

PE 530. Gender in Sport (3). Role of women and men in sport and analysis of gender discrimination with models for change.

PE 540. Socio-psychological Dimensions of Sport (3). The social and psychological factors which affect behavior and performance in sport.

PE 541. Sport and Culture (3). The interrelationship of sport with other aspects of the culture.

PE 560. Systematic Analysis of Teaching Physical Education (3).

PE 561. Curricular Trends in Physical Education (3). Investigation of current trends in physical education curriculum design. Prerequisite: PE 300 or previous K-12 teaching experience.

PE 590. Cooperative Education (1-6). An individualized, contracted field experience with business, industry, government, or social service agencies. The contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. By permission. May be repeated for credit. Grade will either be S or U.

PE 591. Workshop (1-6). May be repeated for credit.

PE 596. Individual Study (1-6). By permission. May be repeated for credit.

PE 598. Special Topics (1-6). May be repeated for credit.

PE 599. Seminar (1-5). May be repeated for credit under different titles.

Physics Department

College of the Sciences
 Ellensburg
 Lind Hall, room 201
 509-963-2727
 Fax 509-963-2728
www.cwu.edu/physics

See website for how this program may be used for educational and career purposes.

Faculty and Staff

Chair

Michael Jackson, PhD

Professors

Michael Jackson, PhD, optics, spectroscopy
 Bruce Palmquist, PhD, science education

Associate Professor

Michael Braunstein, PhD, nuclear physics, astronomy

Assistant Professors

Andrew A. Piacsek, PhD, acoustics
 Sharon L. Rosell, MS, nuclear physics

Staff

Erin Sargent, secretary
Greg Lyman, instructional and classroom technician

Physics Courses

PHYS 561. Advanced

Computational Physics (4).

Applications of standard numerical modeling techniques to physics problems involving nonlinear and/ or differential equations, including wave propagation, fluid flow, thermodynamics, electrodynamics, and particle physics. PHYS 461 and PHYS 561

are layered courses; students may not receive credit for both.

Prerequisites: MATH 376 and PHYS 361.

PHYS 562. Multiphysics Modeling Using COMSOL (4).

Students will learn how to use the multi-physics software package COMSOL to solve problems that involve coupled physical processes. Emphasis is on establishing a

computational mesh, choosing appropriate differential equations and boundary conditions, and displaying and interpreting the results. Prerequisites: MATH 376 and PHYS 561.

PHYS 595. Directed Research (1-5). By permission. May be repeated for credit.

Political Science Department

College of the Sciences

Ellensburg

Psychology Bldg., room 414

Phone: 509-963-2408

Fax: 509-963-1134

www.cwu.edu/political-science

See the website for how these programs may be used for educational and career purposes.

Faculty and Staff

Chair

Todd Schaefer, PhD

Professors

Michael A. Launius, PhD, comparative politics, Asian politics, international political economy, international politics

Todd M. Schaefer, PhD, American politics, public opinion, congress, campaigns and elections, African politics, American presidency

Rex Wirth, PhD, public administration and public policy, international politics, Western Europe

Bang-Soon Yoon, PhD, comparative politics, public policy, women and politics, Korean politics, political development

Associate Professor

Mathew Manweller, PhD, constitutional law, American political thought, American political economy, direct democracy

Barb Rieffer-Flanagan, PhD, political theory, comparative politics, politics of the Middle East, international human rights, religion and politics

Assistant Professors

Gilberto Garcia, PhD, Latino politics and studies, Latin American politics, comparative politics, and U.S.-Mexico border relations

Visiting Assistant Professor

Cameron Otopalik, PhD, international politics, comparative politics, international political economy, politics of development

Emeritus Professor

Robert C. Jacobs, PhD, American law and politics

Lecturer

Anne Pflug, MBA, public sector management, government finance and state and local government

Staff

Cyndie Strawder, secretary senior

Department Information

The Political Science Department does not offer any graduate degrees. Courses below may be used in other programs by arrangement or on an ad-hoc basis.

Political Science Courses

POSC 520. Public Sector

Management and Administration

(5). The impact of United States constitutional context, executive-legislative relations, intergovernmental and inter-organizational dynamics on executive decision making methods in public sector management at the entity wide, program and resource management levels. Prerequisite: graduate standing.

POSC 521. The Public Executive

(5). The function and operation of the executive branch; role and

relationship of political executives (both elected and appointed) with the bureaucracy and other branches; leadership and decision-making; the management, supervision, and practice of policy development. Prerequisite: graduate standing.

POSC 522. Comparative Public Administration (5). Comparison of structures, systems and functions of public administration in the U.S. and East Asian countries focused on national development and management. Examined are theories, management principles,

functions of bureaucracies and bureaucratic culture. Prerequisite: graduate standing.

POSC 526. Evaluating Public

Policy Effectiveness (5). This course applies scientific methods in the public policy administration arena to evaluate the effectiveness of public programs in local and state government. Students apply at least one qualitative method to a real research questions.

Prerequisite: graduate standing.

POSC 598. Special Topics (1-6).

Primate Behavior and Ecology Program

College of the Sciences

Ellensburg

Dean Hall, room 357A

509-963-3201

Fax: 509-963-3215

www.cwu.edu/ primate

See website for how this program may be used for educational and career purposes.

Program Director

Lori K. Sheeran, PhD, anthropology, Dean Hall, room 335

Professors

John Alsoszatai-Petheo, PhD, biological anthropology

Daniel Beck, PhD, biology, habitat selection, physiological ecology, foraging behavior, rattlesnake ecology, biology of helodermatid lizards

Megan D. Matheson, PhD, psychology, general experimental and comparative psychology, nonhuman primate social behavior, stress and coping, post-conflict behavior

Lori K. Sheeran, PhD, anthropology, primate behavior, primate conservation, gibbon behavior and ecology, biological anthropology

Lixing Sun, PhD, Biology, ecology and evolution of animal behavior (especially communication systems), chemical ecology

Associate Professors

Mary Lee Jensvold, PhD, anthropology, chimpanzee sign language studies, ape behavior, communication and culture, chimpanzee care and enrichment, non-verbal behavior

Steve Wagner, PhD, biology, conservation population genetics, herpetology, molecular evolution

Assistant Professors

Matthew Altman, PhD, early modern philosophy (Kant), 19th century philosophy, ethics and applied ethics, social and political philosophy, philosophy of art

Joseph G. Lorenz, PhD, anthropology, intraspecific genetic variation, molecular phylogenetics, ancient DNA, genotype-phenotype associations, evolutionary anthropology

Chimpanzee and Human Communication Institute (CHCI)

Mary Lee Jensvold, PhD, Director, CHCI Bldg., room 118

Bonnie Hendrickson, MS, Associate Director, CHCI Bldg.

Staff

Penelope Anderson, secretary senior, anthropology
Lynn Whitacre, program coordinator, CHCI

Primate Behavior, MS

This program is interdisciplinary and emphasizes the approaches and contributions to primatology made by biologists, anthropologists, psychologists, and philosophers. It includes a basic core of 21 credits in primatology, with 18 elective credits selected in consultation with the student's advisor.

Students must complete at least 45 credits as outlined in an approved course of study filed with the Office of Graduate Studies and Research. The course of study is selected by advisement before completing 20 credits. Two quarters in residence are required.

Admission Requirements

In addition to general regulations for admission to master's programs, applicants for admission must have the following qualifications:

1. An undergraduate degree in anthropology, psychology, or biology. Before admission, program faculty will evaluate the academic course work and experience of all applicants for admission, and will recommend remedial course work if, in their judgment, there are deficiencies in pre-baccalaureate work which need to be overcome before entrance into the program.
2. Students must submit GRE scores for the general test.
3. International students for whom English is a second language must provide TOEFL scores to demonstrate English proficiency.
4. Students must arrange for a graduate faculty advisor in the program to serve as their major advisor.

Admission to the program and continuation in it may be conditional on the applicant's satisfactory completion of remedial courses. Such courses will not count toward the program credit requirement, but in some cases they may be taken after admission to the program.

Special Programs

The PBE library room in room 204 Dean Hall houses several hundred books, articles, and DVDs/ videotapes related to primatology. The room includes a TV, DVD player, and four computer work stations.

The PBE Program has available for student use one video camera, two digital cameras, two DVD players, one television, observational software (The Observer), and two PDAs for using this software at remote locations. The Observer software can also be used on two desktop computers.

Students and faculty who have been approved to conduct research at CHCI may have access to resources housed there. These include an extensive library of articles, books, videos, and DVDs, and more than 20 years of archived video footage collected from the chimpanzees living there. CHCI also houses several VCRs, TVs, DVD players, video cameras, and computers that students can use in research projects conducted at CHCI. Access is considered on a case-by-case basis in consultation with the director and associate director of CHCI.

The Anthropological Genetics Laboratory in Dean Hall, room 232 A, is equipped for performing DNA extractions, PCR (Polymerase Chain Reaction) amplification, genotyping, and DNA sequencing. Software for analyzing genetic data and performing phylogenetic analysis is also available.

The anthropology department owns casts of fossil and living nonhuman primates. These span a variety of taxa including prosimians, monkeys, and apes. Access is considered on a case-by-case basis in consultation with the anthropology faculty.

The PBE Program is affiliated with the Conservation and Biodiversity Field School in China, which is coordinated through the CWU Office of International Study and Programs.

Graduate Committee

The student will have at least a three-member graduate committee selected in consultation with the thesis committee chair.

Program Fees

Lab fees are attached to the following courses conducted at the Chimpanzee and Human Communication Institute: PRIM 595C, PRIM 700, and PRIM 516.

Primate Behavior, MS

Program

This program is interdisciplinary and emphasizes the approaches and contributions to primatology made by biologists, anthropologists, psychologists, and philosophers. It includes a basic core of 21 credits in primatology, with 18 elective credits selected in consultation with the student's advisor.

Students must complete at least 45 credits as outlined in an approved course of study filed with the Office of Graduate Studies and Research. The course of study is selected by advisement before completing 20 credits. Two quarters in residence are required.

Admission Requirements

In addition to general regulations for admission to master's programs, applicants for admission must have the following qualifications:

1. An undergraduate degree in anthropology, psychology, or biology. Before admission, program faculty will evaluate the academic course work and experience of all applicants for admission, and will recommend remedial course work if, in their judgment, there are deficiencies in pre-baccalaureate work which need to be overcome before entrance into the program.
2. Students must submit GRE scores for the general test.
3. International students for whom English is a second language must provide TOEFL scores to demonstrate English proficiency.
4. Students must arrange for a graduate faculty advisor in the program to serve as their major advisor.

Admission to the program and continuation in it may be conditional on the applicant's satisfactory completion of remedial courses. Such courses will not count toward the program credit requirement, but in some cases they may be taken after admission to the program.

Special Programs

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The PBE Program has available for student use one video camera, two digital cameras, two DVD players, one television, observational software (The Observer), and two PDAs for using this software at remote locations. The Observer software can also be used on two desktop computers.

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The Anthropological Genetics Laboratory in Dean Hall, room 232 A, is equipped for performing DNA extractions, PCR (Polymerase Chain Reaction) amplification, genotyping, and DNA sequencing. Software for analyzing genetic data and performing phylogenetic analysis is also available.

The anthropology department owns casts of fossil and living nonhuman primates. These span a variety of taxa including prosimians, monkeys, and apes. Access is considered on a case-by-case basis in consultation with the anthropology faculty.

The PBE Program is affiliated with the Conservation and Biodiversity Field School in China, which is coordinated through the CWU Office of International Study and Programs.

Graduate Committee

The student will have at least a three-member graduate committee selected in consultation with the thesis committee chair.

Program Fees or Financial Obligations

Lab fees are attached to the following courses conducted at the Chimpanzee and Human Communication Institute: PRIM 595C, PRIM 700, and PRIM 516.

Required Core Courses

- PRIM 501 - Introduction to Primatology **Credits:** (4)
- PRIM 503 - Current Issues in Primatology **Credits:** (4)
- PRIM 504 - Primate Culture and Cognition **Credits:** (4)
- PRIM 505 - History of Primate Interconnections **Credits:** (4)

- PSY 550 - Research in Natural Environments **Credits:** (5)

Subtotal Credits: 21

Additional Courses

Electives (to be selected by advisement) Credits: 18

- PRIM 700 - Master's Thesis, Project Study, and/ or Examination **Credits:** (1-6)
(Must be taken for at least 6 credits.)

Total Credits: 45

Primate Behavior and Ecology Courses

PRIM 501. Introduction to Primatology (4). Introduces students to the perspectives anthropologists, biologists, and psychologists bring to the study of nonhuman primates.

PRIM 503. Current Issues in Primatology (4). This course surveys current literature in primatology, with students identifying major theoretical and methodological topics of interest to primatologists. Prerequisite: PRIM 501.

PRIM 504. Primate Culture and Cognition (4). Seminar course covering topics in primate social behavior, intelligence, learning processes, communication and culture. Topics will be covered through weekly reading assignments, class discussions, and

a research paper. Prerequisite: PRIM 501.

PRIM 505. History of Primate Interconnections (4). Survey of the history of human views and uses of nonhuman primates from 1600 through the present; consideration of evolutionary, psychological, and historical interconnections among primates. Prerequisite: PRIM 501.

PRIM 511. Primate Conservation (4). A seminar that focuses on conservation issues of particular relevance for non-human primates, including deforestation, bushmeat hunting, and pet trade; conservation strategies, including reintroduction, captive management, and ecotourism. PRIM 511 and ANTH 411 are cross-listed courses; students may not receive credit for both.

PRIM 595A. Graduate Research in Primatology (1-10). Organize or conduct an approved laboratory

and/ or field research problem. By permission. Maximum of 10 credits may be included on course of study for the master's degree.

PRIM 595C. CHCI Graduate Research (1-10). Organize or conduct an approved research problem based at Chimpanzee and Human Communication Institute. By permission. Maximum of 10 credits may be included on course of study for the master's degree.

PRIM 700. Master's Thesis, Project Study, and/or Examination (1-6). Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital and/ or examination. Prerequisite: permission of chair of student's graduate faculty supervisory committee. By permission. May be repeated for credit. Grade will either be S or U.

Psychology Department

College of the Sciences
Ellensburg
Psychology Bldg., room 421
509-963-2381
Fax: 509-963-2307

www.cwu.edu/psychology

See website for how these programs may be used for educational and career purposes.

Faculty and Staff

Chair

Stephanie Stein, PhD

Assistant Chair

Stephen B. Schepman, PhD

Professors

Terry L. DeVietti, PhD, physiological psychology, experimental

Eugene R. Johnson, EdD, school psychology, psychological and educational evaluation, exceptional children
Susan D. Lonborg, PhD, psychotherapy research, psychology of women, clinical and research ethics, career development, health psychology
Megan D. Matheson, PhD, general experimental, primate behavior, comparative psychology
Stephen B. Schepman, PhD, personality theories, social psychology, statistics
Anthony J. Stahelski, PhD, organization development, social psychology, small group interaction
Stephanie Stein, PhD, school psychology, behavior disorders in children, lifespan development, school-based assessment
Elizabeth M. Street, EdD, educational psychology, learning theory, exceptional children, applied behavior analysis

Associate Professors

Robyn Brammer, PhD, multicultural counseling, counseling supervision, adolescent interventions, psychology of religion
W. Owen Dugmore, PhD, counseling, psychology of adjustment
Marte Fallshore, PhD, human learning and memory, development of expertise, statistics, cognition, environmental decision-making, crime severity
Kara I. Gabriel, PhD, general experimental, biopsychology, psychopharmacology, behavioral genetics, spatial learning, memory
Jeffrey M. Penick, PhD, counseling psychology, health psychology, adult development
Terrence J. Schwartz, PhD, educational psychology, counseling psychology, statistical analysis
Wendy A. Williams, PhD, general experimental, single-subject design, experimental analysis of human and nonhuman behavior, animal welfare

Assistant Professors

Ralf Greenwald, PhD, cognitive neuroscience, cognitive psychology, brain dynamics, electro-physiology
Suzanne Little, PhD, school psychology, psychological/ educational assessment, diverse learners, gifted, autism
Heath Marrs, EdD, educational and school psychology, developmental psychology, assessment
Danielle Polage, PhD, cognitive psychology, psychology and law, memory, lying, eyewitness testimony, jury decision making, and repression

Lecturers

Elizabeth Haviland, PhD, counseling psychology, counseling supervision, multicultural counseling
Augustus Little, PhD, school counseling, educational psychology

Staff

Estelle Mathews, secretary lead
Loretta Ney, secretary lead
Chris Buchanan, engineering technician III

Department Information

The Department of Psychology offers courses of study leading to the master of science degree in experimental psychology and mental health counseling and to the master of education degree in school counseling and school psychology. For students already holding the master's degree, certification-only programs are offered in school counseling and school psychology.

Admission Requirements

Admission to these programs is based on evaluation of the student's prior scholastic record: verbal and quantitative scores on the Graduate Record Examination (GRE), recommendations by instructors and/ or employers, a statement of professional objectives, and, where appropriate, the applicant's potential to succeed in required practica and internships. If prerequisite background courses or their equivalents have not already been completed, they must be taken as soon as possible. Courses will not be accepted as meeting program prerequisites if taken on a credit/ no-credit basis.

Each student is required to file a course of study form with the Office of Graduate Studies and Research by the end of their first quarter. The course of study is structured in consultation with the student's academic advisor and is approved by the department chair. The student is expected to complete at least 30 credits after full admission to the program. Students who wish to use faculty time or departmental resources for completion of thesis work must register for at least one (1) credit of PSY 595 or PSY 700 during each quarter in which they require assistance and resources. Students must be registered for two (2) credits of PSY 595 or PSY 700 during the quarter in which the final thesis defense is held.

Background Check and Liability Insurance: Students admitted to the Mental Health Counseling, School Counseling, or School Psychology programs will be required to have on file a completed, current background and fingerprint check. Also, in order to enroll in clinical training courses (practicum or internship), a student must arrange to purchase individual professional liability insurance. More information regarding procedures, costs, and types of insurance coverage available may be obtained from the department chair or program director.

Practica and Internships: Satisfactory completion of all required practica and internships is mandatory for retention in all degree and certification programs. Grades assigned in these courses are S or U.

Final Examination: Candidates for the master's degree must pass an oral final examination on work offered for the degree. This examination will include a presentation and defense of the thesis and may include a review of courses completed in the student's area of specialization.

Master of Education and/or Certification in School Counseling and School Psychology

The mission, purpose, and governance structure of the School Counseling and School Psychology programs is based in the scientist-practitioner model. This approach asserts that:

1. The practice and theory of counseling and the provision of school psychological services must be interconnected
2. Applied skill must be melded with existing scientific knowledge
3. While school counselors and school psychologists are primarily trained as practitioners, scientific principles, methods, and approaches should be utilized when working with clients
4. Knowledge evolves through the interaction of experimentation, practice, and study

This framework for the professional preparation of school counseling and school psychology is divided into three facets:

Facet 1: Coursework

Facet 2: Practica

Facet 3: Internship and thesis

The three facets are interrelated. Students begin without significant academic knowledge. As they begin academic work, their initial assumptions are challenged, guiding them to new understandings of practice and knowledge of counseling and psychology. Their maturity through academics and practica culminate with the final facet where they begin their independent work both in practice (internship) and science (thesis). Students are highly encouraged to meld their academic work with their applied work at each level, and their theses are encouraged to connect to the work they pursue in their internship.

School Counseling, MEd

Program Director:

Robyn Brammer, PhD

Psychology Building, room 118

The MEd and Certification programs in School Counseling train specialists to provide individual and group counseling in the schools and to consult with parents and teachers concerning the social, educational, and developmental tasks of children and youth.

The State Board of Education's standards for certification of school counselors require that the candidate complete an approved master's degree program in counseling which has been developed in concert with school and professional organizations. CWU is affiliated with and Educational Staff Associate (ESA) professional Education Advisory Board for the preparation of school counselors. The program emphasizes supervised practicum and field experiences. Upon completion of the master's degree and certification program, the individual will be qualified for the residency-level certificate as a school counselor in the state of Washington. Candidates for residency certification generally follow the two-year program leading to the master of education degree in school counseling. Candidates who have already earned a master's or doctoral degree in a related field, such as education, special education, mental health counseling, and school social work are not required to earn a second master's, but must complete all requirements for the MEd degree and certification program in school counseling, with the exception of the thesis or project. The certification program also requires satisfactory completion of a comprehensive examination.

Prerequisites: PSY 362 and 363 (or approved equivalents) may be taken concurrently with certain program courses. In addition, the following undergraduate courses are strongly recommended: personality or abnormal; social or developmental; learning; physiological, and a course in history and systems of psychology. Students not having these courses should expect to do additional work when prior course knowledge is needed. Please note the background check and liability insurance requirements described in the general departmental information section.

Required Courses

- PSY 503 - Proseminar in School Counseling **Credits:** (3)
- PSY 544 - Tests and Measurements **Credits:** (4)
- PSY 551 - Behavior Analysis **Credits:** (4)
- PSY 552 - Human Growth and Development, Advanced **Credits:** (3)
- PSY 555 - Design and Statistical Analysis for Applied Research **Credits:** (4)

(in lieu of EDF 510)

- PSY 559 - Advanced Educational Psychology **Credits:** (4)
- PSY 560 - Theories and Practice of Counseling **Credits:** (4)
Successful completion of PSY 560 and 593A is required for final admission to the school counseling program.
- PSY 561 - Group Counseling **Credits:** (3)
- PSY 567 - Counseling and Assessment: Children and Adolescents **Credits:** (5)
- PSY 569 - Administering School Counseling Programs **Credits:** (4)
- PSY 571 - Counseling for Relationships and Families **Credits:** (4)
- PSY 573 - Career Development and Counseling **Credits:** (4)
- PSY 574 - Multicultural Counseling **Credits:** (3)
- PSY 584 - Behavior Disorders and Psychopathology **Credits:** (4)
- PSY 589 - Professional and Ethical Issues **Credits:** (4)
- PSY 593A - Practicum in Counseling I: Interviewing **Credits:** (4)
Successful completion of PSY 560 and 593A is required for final admission to the school counseling program.
- PSY 593B - Practicum in Counseling II: Assessment **Credits:** (4)
- PSY 593C - Practicum in Counseling III: Advanced **Credits:** (4)
- PSY 682A - School Counseling Internship I: Group **Credits:** (3)
- PSY 682B - School Counseling Internship II: Advanced **Credits:** (1-12)
- PSY 700 - Graduate Thesis, Project Study, and/ or Examination **Credits:** (1-6)

Total Credits: 90

School Psychology, MEd

Program Director

Eugene R. Johnson, EdD

Psychology Bldg., room 118

The State Board of Education's standards for certification of school psychologists require that the candidate complete an approved master's degree program in psychology that has been developed in concert with school and professional organizations. (Note: candidates who have already received a master's degree in a related field are not required to earn a second master's, but must complete all requirements or their equivalent.) Successful completion of the certification program at Central leads to eligibility for the residency certificate as an educational staff associate (ESA) school psychologist and national certification through the National Association of School Psychologists. The certification program also requires satisfactory completion of the PRAXIS II examination in school psychology. The MEd degree and certification program in school psychology is fully approved by the National Association of School Psychologists (NASP).

Prerequisites: PSY 362, PSY 363, (or approved equivalents) may be taken concurrently with certain program courses.

Master's Degree Requirements

The master of education degree in school psychology is granted to the candidate upon completion of 99 quarter hours of coursework including thesis. The following courses (or approved equivalents) are required:

Required Courses

- EDF 507 - Studies and Problems in Intercultural Education **Credits:** (3)
- PSY 501 - Professional Seminar in School Psychology **Credits:** (3)
- PSY 525 - Psychology of Reading **Credits:** (3)
or EDRD 525 - Psychology of Reading (3)
- PSY 551 - Behavior Analysis **Credits:** (4)
- PSY 552 - Human Growth and Development, Advanced **Credits:** (3)
- PSY 553 - Single-subject Design **Credits:** (3)
- PSY 554 - Behavioral Interventions **Credits:** (4)
- PSY 555 - Design and Statistical Analysis for Applied Research **Credits:** (4)
(in lieu of EDF 510)
- PSY 556 - Advanced Evaluative Techniques **Credits:** (5)
- PSY 559 - Advanced Educational Psychology **Credits:** (4)
- PSY 560 - Theories and Practice of Counseling **Credits:** (4)
- PSY 561 - Group Counseling **Credits:** (3)

- PSY 564 - Intellectual Assessment **Credits:** (5)
- PSY 566 - Behavioral and Social-Emotional Assessment **Credits:** (5)
- PSY 575 - RTI in the School **Credits:** (4)
- PSY 577 - Interviewing Skills for School Psychologists **Credits:** (4)
- PSY 578 - Applied Physiological Psychology **Credits:** (4)
- PSY 583 - Consultation **Credits:** (3)
- PSY 584 - Behavior Disorders and Psychopathology **Credits:** (4)
- PSY 592A - Practicum in School Psychology **Credits:** (3)
- PSY 592B - Practicum in School Psychology **Credits:** (3)
- PSY 683 - School Psychology Internship **Credits:** (5-15)
(one public school year, minimum 1,200 clock hours)
- PSY 700 - Graduate Thesis, Project Study, and/ or Examination **Credits:** (1-6)

MEd and Certification Total Credits: 99

Experimental Psychology, MS

Program Director

Kara Gabriel

Psychology Bldg., room 483

The experimental Psychology Graduate Program reflects our commitment to providing students with a generalized background in experimental psychology at the graduate level. Two specializations are available: general experimental psychology and applied behavior analysis. Students are expected to complete a set of required core courses and additional requirements within either of the two specializations. Applicants for admission should indicate their interest area(s) in their personal statement of goals. Upon enrolling students will meet with their faculty advisors to discuss academic objectives and to establish a research plan. Collaborative research that is developed in conjunction with a faculty advisor and that may lead to the student's thesis is encouraged.

Prerequisites: PSY 300, 362, 363, (or approved equivalents). Prerequisite courses may be taken concurrently with certain program courses. Only students in the ABA specialization are required to complete PSY 301 as a prerequisite.

MS in Experimental Psychology Core Courses

Methods and Statistics Credits: 7-10

Choose at least two courses:

- PSY 550 - Research in Natural Environments **Credits:** (5)
- PSY 553 - Single-subject Design **Credits:** (3)
- PSY 555 - Design and Statistical Analysis for Applied Research **Credits:** (4)
- PSY 558 - Advanced Statistics **Credits:** (5)

Theory and Research Credits: 12-13

Choose at least three courses:

- PSY 541 - Advanced Cognitive Psychology **Credits:** (5)
- PSY 551 - Behavior Analysis **Credits:** (4)
*ABA specialization students must select PSY 551 from the Theory and Research option list.
- PSY 576 - Comparative Psychology **Credits:** (4)
- PSY 578 - Applied Physiological Psychology **Credits:** (4)

Other Required Courses:

- PSY 587 - Ethics in Experimental Psychology and Applied Behavior Analysis **Credits:** (4)
- PSY 595 - Graduate Research **Credits:** (1-10)
(Minimum 3 credits required.)
- PSY 700 - Graduate Thesis, Project Study, and/ or Examination **Credits:** (1-6)

Subtotal Core Credits: 32-36

General Experimental Psychology Specialization

Advisor

Wendy Williams
Psychology Bldg., room 426

The general experimental psychology specialization requires students to complete the required core courses and a set of electives that allow the students to concentrate in areas of study adequately represented among the faculty. These areas currently include cognitive psychology, physiological psychology, social psychology, educational psychology, and animal behavior.

It may be possible to develop curricular tracks in other areas of psychology and/ or interdisciplinary programs. However, to be certain that a curriculum can be developed that meets the student's needs, it should be planned in consultation with a faculty advisor prior to enrollment in the program.

The educational requirements of the Animal Behavior Society's Associate Applied Animal Behaviorist Certificate can be met by completing the degree program with an appropriate selection of core and elective courses.

Prerequisites: PSY 300, 362, 363, (or approved equivalents). Prerequisite courses may be taken concurrently with certain program courses.

MS in Experimental Psychology Core Courses Credits: 32-36

Required Courses

- PSY 505 - Psychology Colloquium **Credits:** (1)
(minimum 3 credits required)
- PSY 580 - Current Issues in Psychology **Credits:** (3)

Electives Credits: 6-10

By advisement, in approved areas of concentration.

Specialization Total Credits: 48

Applied Behavior Analysis Specialization**Program Director**

Wendy Williams
Psychology Bldg., room 426

The specialization in ABA is designed to prepare graduates with the knowledge and skills of behavior analysis for later doctoral study or for work with individuals and organizations in clinical or research settings such as education, developmental disabilities, mental health, business, and industry. This program provides the educational requirements to become a Board-Certified Behavior Analyst (BCBA). Additional BCBA requirements include supervised hours of practice and a board examination.

Prerequisites: PSY 300, 301, 362, 363, (or approved equivalents). Prerequisite courses may be taken concurrently with certain program courses.

MS in Experimental Psychology Core Courses Credits: 32-36

ABA required courses

- EDSE 521 - Functional Behavioral and Instructional Assessment **Credits:** (3)
- PSY 554 - Behavioral Interventions **Credits:** (4)
- PSY 562 - Advanced Principles of Learning **Credits:** (3)
- PSY 590 - Internship **Credits:** (1-10)
(Minimum of 12 credits required)
- PSY 651 - Advanced Applied Behavior Analysis **Credits:** (3)

Specialization Total Credits: 57-61

*ABA track students must select PSY 551 from the Theory and research option list.

Mental Health Counseling, MS

Program Director

Robyn Brammer, PhD

Psychology Building, room 118

The MS program in mental health counseling trains mental health professionals for careers in a variety of settings. The orientation of the program is eclectic, with particular emphasis on those active counseling skills which are appropriate to short-term counseling. In addition, the program's scientist-practitioner emphasis may be useful to those students interested in pursuing doctoral study. The MS program in mental health counseling is accredited by the Council for Accreditation of Counseling and Related Programs (CACREP).

The student shall complete a comprehensive exam and an approved course of study filed with graduate studies and research. The course of study normally consists of the courses below.

Prerequisites: PSY 362 and 363 (or approved equivalent). Prerequisite courses may be taken concurrently with certain program courses. In addition, the following undergraduate courses are strongly recommended: personality or abnormal; social or developmental; learning; physiological, and a course in history and systems of psychology. Students not having these courses should expect to do additional work when prior course knowledge is needed. Please note the background check and liability insurance requirements described in the general departmental information section.

Required Courses

- PSY 502 - Professional Orientation: Mental Health Counseling **Credits:** (2)
- PSY 544 - Tests and Measurements **Credits:** (4)
- PSY 552 - Human Growth and Development, Advanced **Credits:** (3)
- PSY 555 - Design and Statistical Analysis for Applied Research **Credits:** (4)
- PSY 560 - Theories and Practice of Counseling **Credits:** (4)
PSY 560 and 593A are taken concurrently. Successful completion of PSY 560 and 593A is required for final admission to the Mental Health Counseling Program.
- PSY 561 - Group Counseling **Credits:** (3)
- PSY 567 - Counseling and Assessment: Children and Adolescents **Credits:** (5)
- PSY 568 - Counseling and Assessment Strategies for Adults **Credits:** (5)
- PSY 571 - Counseling for Relationships and Families **Credits:** (4)
- PSY 573 - Career Development and Counseling **Credits:** (4)
- PSY 574 - Multicultural Counseling **Credits:** (3)
- PSY 584 - Behavior Disorders and Psychopathology **Credits:** (4)
- PSY 589 - Professional and Ethical Issues **Credits:** (4)
- PSY 593A - Practicum in Counseling I: Interviewing **Credits:** (4)
Successful completion of PSY 560 and 593A is required for final admission to the Mental Health Counseling Program.
- PSY 593B - Practicum in Counseling II: Assessment **Credits:** (4)
- PSY 593C - Practicum in Counseling III: Advanced **Credits:** (4)
- PSY 681A - Mental Health Internship I: Group **Credits:** (3)
- PSY 681B - Mental Health Counseling Internship II: Advanced **Credits:** (1-12)
Students who take the MS degree and also seek school counseling certification must complete the remaining classes for the school counseling degree, including 12 hours of PSY 682B in a school setting. Students who take the master of science (MS) degree and also seek school psychology certification must complete an internship in mental health (PSY 681B) and in school psychology (PSY 683). Other courses required for certification in school counseling or school psychology will be determined through individual assessment.
- PSY 700 - Graduate Thesis, Project Study, and/ or Examination **Credits:** (1-6)
PSY 700 must be taken for 6 credits.

Department-approved electives - Credits: 8

Total Credits: 90

Psychology Courses

PSY 500. Professional

Development (1-5). Development topics and issues for in-service and

continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or

teaching certificates offered through the university. May be repeated for credit.

PSY 501. Professional Seminar in School Psychology (3). An introduction to the activities of school psychologists and the conditions under which they function. Prerequisite: admission to the school psychology program.

PSY 502. Professional Orientation: Mental Health Counseling (2). Professional identity in mental health counseling. Roles and functions of mental health counselors, professional organizations, credentialing, and accreditation, practices, and standards. Prerequisite: admission to graduate program in mental health counseling. May be repeated up to 4 credits.

PSY 503. Proseminar in School Counseling (3). Introduction to role of the school counselor; comprehensive, developmental guidance, and counseling programs; interagency collaboration; current professional issues in school counseling. By permission.

PSY 504. Thesis and Project Management (1). Comprehensive review of thesis/ project process including topic and advisor selection, library research, proposal construction, timing of data collection, writing and editing, and final defense. Prerequisite: admittance a masters program in psychology. Grade will either be S or U.

PSY 505. Psychology Colloquium (1). Course will address professional development, grant-writing skills, philosophy of teaching, career paths, and research of presentation skills. By permission. May be repeated for credit. Grade will either be S or U.

PSY 521. Human Neuroanatomy (4). An introduction to the anatomical organization and basic functional/ clinical principles of the major systems of the human brain and their relation to disease and behavior. PSY 421 and PSY 521 are

layered courses; students may not receive credit for both.

PSY 525. Psychology of Reading (3). Principles of learning and readiness, perception, psychological, and physiological aspects of reading. PSY 525 and EDRD 525 are cross-listed courses; students may not receive credit for both. Prerequisites: a reading methods course, a basic psychology of learning course, or permission of the instructor.

PSY 541. Advanced Cognitive Psychology (5). Advanced theories, methods, and research in cognitive psychology and information processing. Prerequisite: PSY 300.

PSY 542. Evolutionary Psychology (4). Application of the principles of evolution by natural selection to the understanding of human and nonhuman behavior and cognition. PSY 542 and PSY 442 are layered courses; students may not receive credit for both.

PSY 544. Tests and Measurements (4). Psychological and educational tests, theory, and practice. Prerequisite: PSY 315 or PSY 362. PSY 544 and PSY 444 are layered courses, students may not receive credit for both.

PSY 550. Research in Natural Environments (5). A seminar in describing behavior, developing questions, designing procedures, and analyzing data that address applied and naturalistic research situations. Prerequisite: PSY 362.

PSY 551. Behavior Analysis (4). Advanced behavior analytic principles, techniques and strategies applied across a variety of professional settings.

PSY 552. Human Growth and Development, Advanced (3). Developmental theories, multicultural differences, exceptionality, related research, and implications for education and guidance. Prerequisite: PSY 313, and PSY 314.

PSY 553. Single-subject Design (3). Course will address single-subject designs and methods common to behavior analytic assessments and interventions. Focus will be on behavioral assessment, experimental evaluation, and the measurement, display, and interpretation of single-subject data sets. Includes both lecture and laboratory activities. Prerequisite: PSY 551. By permission.

PSY 554. Behavioral Interventions (4). Research-based behavioral interventions for school, home, business, community, and professional service settings. Prerequisites: PSY 551.

PSY 555. Design and Statistical Analysis for Applied Research (4). Design and statistical analysis of experimental and quasi-experimental research with an emphasis on applied settings. Prerequisite: PSY 363.

PSY 556. Advanced Evaluative Techniques (5). Evaluation procedures and assessment devices for use with children and adolescents, emphasizing variables affecting test performance, interpretation, and report writing. Prerequisite: PSY 444 and admission to the School Psychology Program.

PSY 558. Advanced Statistics (5). Advanced topics in analysis of variance and introduction to multiple regression, factor analysis, and MANOVA. Prerequisite: PSY 555.

PSY 559. Advanced Educational Psychology (4). Investigation of principles of learning and behavior as it relates to educational situations, including major theories of learning and development and assessment/ evaluation procedures. Prerequisite: PSY 315.

PSY 560. Theories and Practice of Counseling (4). Survey of counseling theories with an introduction to counseling skills and practices. Prerequisite: CCPAC

director's approval or admission to Mental Health Counseling, School Counseling, or School Psychology Programs.

PSY 561. Group Counseling (3).

Theoretical approaches to group counseling and introductory laboratory/ demonstration experience. Prerequisite: PSY 560.

PSY 562. Advanced Principles of Learning (3). Advanced principles of learning theory and behavior analysis in both applied and experimental settings. Prerequisite: PSY 301 or permission of instructor.

PSY 564. Intellectual Assessment (5). Administration of intellectual assessment instruments-early childhood through adult. Variables affecting test performance, interpretation, and report writing are emphasized. Prerequisite: admission to the school psychology program.

PSY 565. Advanced Animal Behavior (5). Advanced knowledge in the study of animal behavior. Three-hour lecture, two-hour laboratory, one-hour independent study per week. PSY 565 and BIOL 465 BIOL 565 are cross-listed courses; students may not receive credit for both.

PSY 566. Behavioral and Social-Emotional Assessment (5). Attainment of competencies in the use of behavioral and social-emotional assessment techniques, with a focus on school-age children. Prerequisite: admission to the school psychology program.

PSY 567. Counseling and Assessment: Children and Adolescents (5). Basic counseling assessment and treatment strategies for common problems presented by child and adolescent clients. Prerequisite: PSY 560 and PSY 593A.

PSY 568. Counseling and Assessment Strategies for Adults (5). Basic counseling assessment and treatment strategies for common problems presented by

adult clients. Prerequisite: PSY 560. May be taken concurrently.

PSY 569. Administering School Counseling Programs (4).

Strategies for developing, implementing, and evaluating comprehensive school counseling programs; counselor's role in issues such as school climate, school safety, and school crisis information. Prerequisite: PSY 503.

PSY 571. Counseling for Relationships and Families (4).

Major theoretical approaches to counseling with couples and families. Prerequisites: PSY 560.

PSY 572. International Counseling and Psychology (3). This course immerses students within a cultural group and examines how psychological and counseling services are provided within that society. The location for the course varies by year. Students will learn about a society's available services, health care provision, relationship/ child-rearing traditions, common prejudices, and economic values. PSY 472 and PSY 572 are layered courses; students may not receive credit for both. Prerequisite: PSY 101. May be repeated up to six credits.

PSY 573. Career Development and Counseling (4). Major theories of career development; career assessment; and career intervention, emphasizing individual, ethnic, and cultural differences. By permission.

PSY 574. Multicultural Counseling (3). Multicultural counseling theories and implications for research, training, and practice. By permission.

PSY 575. RTI in the School (4). The understanding of the foundations and procedures for the implementation of response to intervention and the applications of respect to invention within schools and individual classrooms.

PSY 576. Comparative Psychology (4). Seminar in the study of

behavior and cognition across species. PSY 479 and PSY 576 are layered courses; students may not receive credit for both. By permission.

PSY 577. Interviewing Skills for School Psychologists (4). An introduction to interviewing and assessment for school psychologists, with an emphasis on developing skills for interviewing children, parents and other caregivers, and school personnel. Prerequisite: admission to the school psychology program.

PSY 578. Applied Physiological Psychology (4). Physiological bases of various psychological disorders, brain injury and repair, and pharmacological treatment of clinical disorders. By permission.

PSY 580. Current Issues in Psychology (3). May be repeated up to 6 credits.

PSY 583. Consultation (3). Role of the consultant, stages of consultation, application of consultation principles to school and mental health settings.

PSY 584. Behavior Disorders and Psychopathology (4). Major systems of classification for normal and abnormal child/ adult behavior. Prerequisite: PSY 449.

PSY 587. Ethics in Experimental Psychology and Applied Behavior Analysis (4). This course will familiarize the student with ethical issues and responsibilities of experimental psychologists and behavior analysts. Ethical decision-making processes will be emphasized and the relationship between ethics and las will be explored.

PSY 589. Professional and Ethical Issues (4). Professional, ethical, and legal issues for mental health and school counselors. Prerequisite: PSY 593A.

PSY 590. Internship (1-10). Individualized, contracted field experience in an applied, professional setting. The

contractual agreement involves a student learning plan, appropriate cooperating employment supervision, and faculty coordination. Student must carry malpractice and liability insurance. May be repeated up to 20 credits. Grade will either be S or U.

PSY 591. Workshop (1-6). May be repeated for credit.

PSY 592A. Practicum in School Psychology (3). Attainment of competence in the use of observational techniques, anecdotal reports, rating scales, behavioral analyses, and developmental interviews. Prerequisite: admission to the School Psychology Program. Grade will either be S or U.

PSY 592B. Practicum in School Psychology (3). Experience in complete case workups within state and federal requirements. Includes assessments, interpretation of results, treatment plans, and educational programs. Emphasis on developing consultation skills. Prerequisite: PSY 592A. Grade will either be S or U.

PSY 593A. Practicum in Counseling I: Interviewing (4). Interviews, role-playing, observation, and analysis of interview behavior. Prerequisite: admission to Counseling Psychology, School Counseling, or School Psychology Programs and permission of department chair. To be taken concurrently with PSY560. A maximum of 4 credits may be included on the course of study on the master's degree. Grade will either be S or U.

PSY 593B. Practicum in Counseling II: Assessment (4). Assess client problems, set goals, and plan counseling strategies. Prerequisites: PSY 551 (may be taken concurrently), PSY 560, 593A and permission of department chair. Grade will either be S or U.

PSY 593C. Practicum in Counseling III: Advanced (4). Implementation of counseling

strategies with children, adults, couples, or families. Prerequisites: PSY 593B and permission of department chair. Grade will either be S or U.

PSY 593D. Practicum in Counseling IV: Advanced (1-4). Implementation and evaluation of counseling with children, adults, couples, or families. Prerequisites: PSY 567, PSY 571, and PSY 593C (all may be taken concurrently) and permission of the department chair. Grade will either be S or U.

PSY 595. Graduate Research (1-10). Students using faculty and department resources for thesis development must register for PSY 595, PSY 595CHCI, or PSY 700. May be repeated. Not more than 10 credits of PSY 595 and PSY 595CHCI combined may be on the master's degree course of study.

PSY 595CHCI. CHCI Graduate Research (1-10). Directed research or thesis research at the Chimpanzee and Human Communication Institute. Course fee will be assessed. Not more than 10 credits of PSY 595 and PSY 595CHCI combined may be included on the master's degree course of study. May be repeated for credit.

PSY 596. Individual Study (1-6). May be repeated for credit.

PSY 598. Special Topics (1-5).

PSY 599. Seminar (1-5). May be repeated for credit.

PSY 651. Advanced Applied Behavior Analysis (3). This course builds upon the basic principles of learning and applied behavior analysis. Advanced instruction in behavioral programming, data collection, analysis, program generalization, best practices, and current research will be presented. Prerequisite: PSY 551. By permission.

PSY 681A. Mental Health Internship I: Group (3). Supervised counseling of child or adult groups. Some individual internship hours

may also be obtained. Prerequisites: PSY 561, PSY 593C and permission of department chair. Grade will either be S or U.

PSY 681B. Mental Health Counseling Internship II: Advanced (1-12). Full-time internship placement in a mental health agency or psychiatric hospital. Prerequisites: PSY 584 and PSY 681A. Grade will either be S or U.

PSY 682A. School Counseling Internship I: Group (3). Supervised counseling of child or adult groups. Prerequisites: PSY 561, PSY 593B, and permission of department chair. Grade will either be S or U.

PSY 682B. School Counseling Internship II: Advanced (1-12). Placement in the public schools (K-12). Prerequisite: PSY 593C and PSY 682A. Grade will either be S or U.

PSY 683. School Psychology Internship (5-15). A full-time placement in school district(K-12). Prerequisite: permission of department chair. May be repeated for credit. Grade will either be S or U.

PSY 684. Internship in Applied Experimental Psychology (3-12). Placement in professional setting in experimental psychology. Academic and professional activities supervised by faculty and site supervisors. Prerequisite: admission to experimental psychology master's program and permission of department chair. May be repeated for credit. Grade will either be S or U.

PSY 700. Graduate Thesis, Project Study, and/or Examination (1-6). Designed to credit and record supervised study for the graduate thesis, non-thesis project, studio project, public recital, and/ or examination. Prerequisite: permission of chair of student's graduate faculty supervisory committee. May be repeated up to 6 credits. Grade will either be S or U.

Resource Management Program

College of the Sciences

Ellensburg

Fax: 509-963-1047

www.cwu.edu/resource-management

See website for how this program may be used for educational and career purposes

Faculty

Program Coordinators

Natural Resources

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Professors

Tracy J. Andrews, PhD, anthropology, cultural anthropology, political ecology, Native America, environmental and medical anthropology

Anthony Gabriel, PhD, geography, resource analysis, physical geography, shoreline inventory and assessment, aquatic systems

Steven Hackenberger, PhD, anthropology, archaeology, paleoecology, cultural resource management, Columbia Plateau

Robert Hickey, PhD, geography, GIS remote sensing, environment, geology, erosion modeling, Australia

James L. Huckabay, PhD, geography, conflict studies, energy, wildlife, aerial photography, western United States

Robert Kuhlken, PhD, geography, cultural geography, urban and regional planning, environmental literature

Karl Lillquist, PhD, geography, geomorphology, soils, environmental change in arid lands and mountains, airphoto analysis, field methods

Patrick Lubinski, PhD, anthropology, archaeology, cultural resource management, zooarchaeology

Patrick McCutcheon, PhD, anthropology, archaeology, geoarchaeology, cultural resource management

Lori Sheeran, PhD, anthropology, biological anthropology, primate ecology, China

Rex Wirth, PhD, political science, resource policy in developing nations

Associate Professors

Daniel Herman, PhD, history, 19th century American West, American Indian history, American cultural history

Lene Pedersen, PhD, cultural anthropology, ecological, political, and visual anthropology, natural resources, local governance, Southeast Asia, Circumpolar North, East Africa

Assistant Professors

John Bowen, PhD, geography, transportation, economic development, quantitative methods, Southeast Asia

Jennifer Lipton, PhD, geography, cultural and political ecology, landscape ecology, climate change, geospatial techniques

Joseph Lorenz, PhD, molecular anthropology, primates, human mtDNA and aDNA studies

Matt Novak, PhD, geography, urban and regional planning, built environment, heritage preservations, GIS

Michael Pease, PhD, geography, water resource management, environmental law, resource allocation

Craig Revels, PhD, geography, cultural and historical geography, cultural ecology

Megan Walsh, PhD, geography, biogeography, paleoecology, climate change, fire history

Charles Wassell, PhD, economics, mathematical modeling of economic issues with policy implications

Faculty from other departments participate in the program as graduate committee members.

Resource Management, MS

Program: The program is interdisciplinary, emphasizing understanding of problems encountered in the management of both natural and cultural resources. It includes a basic core of 27 credits in resource management, courses in areas of interest and a

specialty track in either natural resource areas (management of land, water, biotic, atmospheric, and energy resources) or cultural resources management (ethnographic and archaeological sites and materials, historic properties, and archives). An internship is recommended. Students must complete at least 60 credits as outlined in an approved course of study filed with the Office of Graduate Studies and Research. The course of study is selected by advisement before completing 25 credits. **Program Admission Requirements:** In addition to general master's degree regulations for admission to master's programs, applicants for admission must have the following qualifications:

1. A solid background in a discipline closely related to the resources they expect to manage. Normally, a bachelor's degree is required in a technical field such as one of the biological, Earth, or physical sciences, geography, engineering, archaeology, ethnology, history, or architecture. In some cases work experience may be accepted in lieu of a technical major. Before admission, program faculty will evaluate the academic coursework and experience of all applicants for admission, and will recommend remedial course work if, in their judgment, there are deficiencies in pre-baccalaureate work which need to be overcome before entrance into the program.
2. A high proficiency in written and spoken English as well as potential for post-graduate study and research. Evidence of proficiency and potential may include: GRE scores, samples of previous writing, letters of recommendation, an interview.
3. A good background in basic statistics (the equivalent of two quarters of undergraduate statistics), knowledge of microeconomic principles, and some knowledge of computer systems (the equivalent of a one-quarter undergraduate course).

Admission to the program and continuation in it may be conditional on the applicant's satisfactory completion of remedial courses. Such courses will not count toward the program credit requirement but in some cases they may be taken after admission to the program.

Application Deadline and Materials: students must comply with all deadlines and procedures for "applying to CWU" in the graduate admissions section of this catalog.

Additional Information

Graduate Committee: The student will have at least a three-member graduate committee, to be selected in consultation with the program coordinator and the dean of Graduate Studies and Research.

Final Examination: Each candidate must pass a final oral examination on all phases of his or her program including the thesis and related coursework.

Thesis: Each candidate must successfully complete a thesis that involves original research undertaken within a literature context.

Resource Management, MS

Program: The program is interdisciplinary, emphasizing understanding of problems encountered in the management of both natural and cultural resources. It includes a basic core of 27 credits in resource management, courses in areas of interest and a specialty track in either natural resource areas (management of land, water, biotic, atmospheric, and energy resources) or cultural resources management (ethnographic and archaeological sites and materials, historic properties, and archives). An internship is recommended. Students must complete at least 60 credits as outlined in an approved course of study filed with the Office of Graduate Studies and Research. The course of study is selected by advisement before completing 25 credits.

Program Admission Requirements: In addition to general master's degree regulations for admission to master's programs, applicants for admission must have the following qualifications:

1. A solid background in a discipline closely related to the resources they expect to manage. Normally, a bachelor's degree is required in a technical field such as one of the biological, Earth, or physical sciences, geography, engineering, archaeology, ethnology, history, or architecture. In some cases work experience may be accepted in lieu of a technical major. Before admission, program faculty will evaluate the academic coursework and experience of all applicants for admission, and will recommend remedial course work if, in their judgment, there are deficiencies in pre-baccalaureate work which need to be overcome before entrance into the program.
2. A high proficiency in written and spoken English as well as potential for post-graduate study and research. Evidence of proficiency and potential may include: GRE scores, samples of previous writing, letters of recommendation, an interview.
3. A good background in basic statistics (the equivalent of two quarters of undergraduate statistics), knowledge of microeconomic principles, and some knowledge of computer systems (the equivalent of a one-quarter undergraduate course).

Admission to the program and continuation in it may be conditional on the applicant's satisfactory completion of remedial courses. Such courses will not count toward the program credit requirement but in some cases they may be taken after

admission to the program.

Application Deadline and Materials: students must comply with all deadlines and procedures for “applying to CWU” in the graduate admissions section of this catalog.

Required Core Courses

- ECON 462 - Economics of Energy, Resources and Environment **Credits:** (5)
- REM 501 - Introduction to Resource Management **Credits:** (4)
- REM 502 - Policy and Law in Resource Management **Credits:** (5)
- REM 505 - Introduction to Graduate Research **Credits:** (3)
- REM 506 - Resource Management Colloquium **Credits:** (1)
Must be repeated for 2 credits.
- REM 522 - Resource Analysis **Credits:** (5)
- REM 562 - Issues and Conflicts in Resource Management **Credits:** (3)

Subtotal Credits: 27

Additional Courses

- Electives (to be selected by advisement): Natural Resource or Cultural Resource Management Credits: 27
- REM 700 - Master’s Thesis, Project Study, and/ or Examination **Credits:** (1-6)
Credits: (6)

Additional Information

Graduate Committee: The student will have at least a three-member graduate committee, to be selected in consultation with the program coordinator and the dean of Graduate Studies and Research.

Final Examination: Each candidate must pass a final oral examination on all phases of his or her program including the thesis and related coursework.

Thesis: Each candidate must successfully complete a thesis that involves original research undertaken within a literature context.

Resource Management Courses

REM 501. Introduction to Resource Management (4). The nature of resources; traditional systems of resource management; problems associated with resource “ownership”; principles, and practice of management related to local, regional, and global resources.

REM 502. Policy and Law in Resource Management (5). The scope and formation of U.S. resource policy, history of resource-related policies and legislation, current legislation and policies, future directions in resource policy.

REM 505. Introduction to Graduate Research (3). Discussion and application of research problem definition, research methods, literature review, and funding sources as applied to a research proposal. By permission.

REM 506. Resource Management Colloquium (1). Seminar series for

REM students to both observe and present relevant research. All REM students must take this class twice: once as an attendee and, once as an attendee who must also present their research proposal. May be repeated for credit. Grade will either be S or U.

REM 522. Resource Analysis (5). Problems of resource allocation; techniques of resource determination, cost-benefit analysis, principles of systems analysis, politics of resource analysis, understanding the “planner” and the “developer.” Prerequisite: ECON 462.

REM 540. Ecology and Culture (4). Investigation into interdependent environmental and human cultural systems. Traditional agroecologies and subsistence strategies; contemporary problems of resource management, social equity, political ecology, and sustainable development. REM 540, ANTH 440,

and GEOG 440 are cross-listed courses; student may not receive credit for more than one.

REM 562. Issues and Conflicts in Resource Management (3). Current issues and problems in resource management.

REM 590. Internship (1-8). Supervised off-campus practical experience in accordance with a written agreement between student, faculty, and cooperating agency. Prerequisite: approval of program coordinator. May be repeated for credit. Grade will either be S or U.

REM 593. Resource Management Field Experience (1-8). Off-campus experience in the field study of resource management. Prerequisite: permission of instructor and program director. May be repeated for credit.

REM 595. Graduate Research (1-10). May be repeated for credit.

REM 598. Special Topics (1-5). May be repeated for credit.

REM 599. Seminar (1-3). May be repeated for credit.
REM 700. Master's Thesis, Project Study, and/or Examination (1-6). Designed to credit and record

supervised study for the master's thesis, non-thesis project, studio project, public recital, and/ or examination. Prerequisite: permission of chair of student's

graduate faculty supervisory committee. May be repeated up to 6 credits. Grade will either be S or U.

Science Education Department

College of the Sciences

Ellensburg

Science Building, room 107

509-963-2929

Fax: 509-963-1222

www.cwu.edu/science-education

See website for how this program may be used for educational and career purposes.

Faculty

Chair

Martha J. Kurtz, PhD

Professors

Martha J. Kurtz, PhD, chemistry and science education

Bruce C. Palmquist, PhD, physics and science education

Associate Professor

Ian J. Quitadamo, PhD, biological sciences and science education

Assistant Professors

Jennifer Dechaine, PhD, biological sciences and science education

Anne Egger, PhD, geological sciences and science education

Vanessa Hunt, PhD, science education

Tim Sorey, PhD, chemistry and science education

Staff

Lucinda Lunstrum, secretary senior

Department Information

The master of education, Science Education Program is on reserve and may be offered subject to program needs. Applications for the program are not being accepted at the present time. However, our faculty work closely with other programs on campus that do offer master's degrees. It is possible to earn a master's degree in another program (i.e., Master Teacher) with a focus on science education.

Science Education Courses

SCED 500. Professional

Development (1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university. May be repeated for credit. XG.

SCED 501. Interdisciplinary

Science Inquiry for Teachers (4).

An interdisciplinary investigation of applied life, physical, and Earth science concepts applicable to K-12

classrooms using integrated contexts. Inquiry as it applies to scientific process and teaching is emphasized.

SCED 511. Field Experience in

Communicating Science to the

Public (2). Applied field experience

in communicating science to the public. Methods, techniques, materials, and practices for effective communication of scientific ideas, and methods. SCED 411 and SCED 511 are layered courses, students may not receive credit for both. May be repeated up to 4 credits.

SCED 521. Life Science Concepts

for Teachers (3). An in-depth look

at specific life-science concepts applicable to the K-12 classrooms using inquiry-based approaches. Scientific modeling and processes are emphasized.

SCED 542. Teaching Science at

Community Colleges (3). Course

topics will include the role community colleges play in the educational system, an introduction to teaching and learning philosophy appropriate for teaching science at the community college, and the practical

application of learned material in

an authentic classroom.

SCED 598. Special Topics (1-5).

Sociology Department

College of the Sciences

Ellensburg

Farrell Hall, room 409

509-963-1305

Fax: 509-963-1308

www.cwu.edu/sociology

See website for how this program may be used for educational and career purposes.

Faculty and Staff

Chair

Delores (Kandee) Cleary, PhD

Professors

Laura L. Appleton, PhD, sex and gender, death and dying, and sociology of religion

Delores Cleary, PhD, criminology, the life-course, American society, minorities, ethnic studies, and American Indian issues

Kirk A. Johnson, PhD, criminology, delinquency, victimization, organizations, and methods

Nelson Pichardo, PhD, ethnic studies, and social movements

Hong Xiao, PhD, social stratification, social theory, comparative sociology, social ecology, and China studies

Associate Professors

Judith Hennessy, PhD, social welfare and poverty, gender, sociology of work, sociology of family

Assistant Professors

Eric Cheney, PhD, deviance and social control, economic sociology, organizations, statistics and urban sociology

Michael Harrod, PhD, social psychology, criminology theory, intimate partner violence, statistics, research methods

Pamela McMullin-Messier, PhD, demography, aging, collective action, social justice, environmental studies, family, gender, and sexuality

Michael Mulcahy, PhD, political sociology, political economy, organizations, theory

Staff

Noella Wyatt, secretary

Department Information

The Department of Sociology does not offer any graduate degrees.

Sociology Courses

SOC 500. Professional

Development (1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university. May be repeated for credit.

SOC 501. Social Science Research Methods (4). Principles of scientific

research methodology applied to human behavior.

SOC 565. Statistical Analysis of Social Data II (2). Elementary and advanced inferential statistics for the social sciences. Topics include statistical inference theory and hypothesis testing of sample means, proportions, correlation and regression coefficients, and other measures of association.

SOC 566. Organization Research and Assessment (5). Principles of

scientific research, methodology, and their application to the analysis of organizations. Prerequisite: by permission.

SOC 596. Individual Study (1-6).

By permission. May be repeated for credit.

SOC 598. Special Topics (1-6). May be repeated for credit.

SOC 599. Seminar (1-5). May be repeated for credit.

Teaching Elementary, Adolescent and Young Children Department

College of Education and Professional Studies

Ellensburg

Black Hall, room 101

509-963-1464

Fax: 509-963-1162

www.cwu.edu/elementary

See the website for how these programs may be used for educational and career purposes.

Faculty and Staff

Chair

Virginia Erion, PhD

Professor

Cory Gann, PhD, early childhood education

Associate Professors

Tina Georgeson, EdD, early childhood and elementary education

Deborah Haskell, PhD, TEACH contributions middle-level programs and early childhood education

Khodi Kaviani, PhD, elementary education

Assistant Professors

Virginia Erion, EdD, early childhood education

Teri Walker, EdD, early childhood education

Lecturers

Susan M. Connolly, MEd, lecturer

Melanie Kingham, MEd, senior lecturer

Staff

Tina Clark, program support supervisor

The Department of Teaching Elementary, Adolescent, and Young Children does not offer any graduate degrees at this time.

Elementary Education Courses

EDEL 590. Cooperative Education

(1-8). An individualized, contracted field experience with business, industry, government, or social service agencies. The contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination. By permission. May be repeated for credit. Grade will either be S or U.

EDEL 591. Workshop (1-6). No more than two workshops for a combined maximum of 8 credits

can be applied toward a master's program. May be repeated for credit.

EDEL 596. Individual Study

(1-6). By permission. May be repeated for credit.

EDEL 597. Graduate Research

(1-10). Individual student research under the direction of a faculty member. Maximum of 10 credits may be included on course of study for the master's degree.

EDEL 598. Special Topics

(1-6). May be repeated for credit.

EDEL 599. Seminar (1-5). May be repeated for credit.

EDEL 700. Master's Thesis, Project Study, and/or Examination

(1-6). Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, and/ or examination. Prerequisite: EDF 510. By permission. May be repeated up to 6 credits. Grade will either be S or U.

Theatre Arts Department

College of Arts and Humanities

Ellensburg

McConnell Hall, room 102

509-963-1750

Fax: 509-963-1767

www.cwu.edu/theatre

See website for how these programs may be used for educational and career purposes.

Faculty and Staff**Chair and Director of Summer Institute**

Scott R. Robinson, MFA

Professors

Brenda Hubbard, MFA, acting, directing, literature

Scott R. Robinson, MFA, resident costume designer

Michael J. Smith, MFA, acting, directing, voice

Associate Professors

Christina Barrigan, MFA, head of design, resident lighting designer

George W. Bellah, 3rd, MFA, movement, performance, stage combat, Asian drama

Elise Forier Edie, MFA, applied theatre, head of performance, playwriting, youth theatre

Assistant Professors

David Brown, MM, musical director, music theory

Terri Brown, PhD, head of music theatre, history, literature and music theatre

Marc Hanjuk, MFA, resident scenic designer

Lecturers

David Barnett, MFA, McConnell stage manager, scene shop manager, technical director and theatre technology

Anneliese Childress, choreographer

Jerry Dougherty, MFA, production manager, theatre technology

Keith Edie, MFA, performance

Shari Foster, ABD, history and literature

Elena Hartwell, MFA, playwriting and literature

M. Catherine McMillen, BA, costume shop manager, wigs and makeup

Jessica Pribble, MFA, costume design and technology

Staff

Gwen Bruce, fiscal technician II

Mary Makins, secretary senior

Master of Arts - Theatre Arts**Department Information**

Students must choose one of two specializations: theatre production or theatre studies.

Theatre Studies

The theatre studies specialization is specifically designed for students with career goals in dramaturgy, teaching in higher education, or pursuing a PhD in theatre history, research, literature, or criticism. The program is designed to build the research and analytical skills needed for an academic career in theatre. This Resident Program focuses on the dramaturgical aspects of production, as well as individual scholarly interests related to theatre arts. With opportunities to both teach and undertake research projects in theatre, this program offers the perfect blend of pedagogy and theory needed to prepare students for careers as theatre scholars.

A limited number of teaching or research assistantships are available to qualified candidates for the academic year. Out-of-state tuition waivers are also available to qualified candidates.

Theatre Production

The theatre production specialization is specifically designed for the working middle and secondary school teacher who produces plays and would like to obtain an advanced degree through hands-on courses in a program offered entirely during the summer months, within the context of the Summer Institute for Theatre Arts.

This program is specifically designed around the students work schedule with courses offered annually from late-June to late-July and a culminating project at the home school. Since it was established in 1996, teachers representing 27 states and 12 nations have attended this unique limited-residency graduate program. Students join more than 45 other students each summer learning new skills to take back to the classroom and networking with other theatre artists and educators.

Most graduate courses supporting the theatre production specialization are offered over three summer sessions through the Summer Institute for Theatre Arts. Many are intensive workshops and meet from three to five hours per day. Most candidates can complete approximately 17 credits per summer. Qualified students in the institute may enroll in the master's degree courses if room permits, and master's candidates enroll in selected courses from the institute listings.

Housing for summer institute participants is available in nearby university accommodations.

Admission Requirements

Theatre Studies Specialization

Incoming candidates are expected to meet both the requirements for admission to the graduate programs at Central and the following requirements:

- A writing sample, preferably in the discipline, of at least five pages.
- Permission of the faculty, which may include prerequisite or background courses.

The GRE is required for admission to this specialization and a foreign language is required as a graduation requirement.

Theatre Production Specialization

Incoming candidates are expected to meet both the requirements for admission to the graduate programs at Central and the following program requirements:

- Two years of teaching experience or two years of professional theatre experience earned in preparation for teaching
- Permission of the faculty, which may include prerequisite or background courses
- If the candidate does not hold a bachelor's degree in theatre - including one academic year in theatre history and/or history prerequisite or background courses may often be taken in the Summer Institute for Theatre Arts. An assessment entry exam is required and is taken shortly after classes begin.

Neither the GRE nor a foreign language is required for the theatre production specialization.

Graduate Assistantships

A limited number of teaching or research assistantships are available to qualified candidates for the academic year. Assistantships are appointed by the dean of Graduate Studies and Research upon recommendation of the department chair. No assistantship covers summer programs.

Assistantship applications must be completed by February 16 in order to insure full consideration; applicants should submit all materials required by the Office of Graduate Studies and Research. Contact them at (509) 963-3101 to request application materials or visit www.cwu.edu/masters.

MA in Theatre Arts Core

Students must choose either the Theatre Studies or Theatre Production Specialization to complete degree requirements.

Required Core Courses Credits: 12

- TH 501 - Introduction to Graduate Studies **Credits:** (1)
- TH 510 - Theatre Literature, Theory and Criticism I **Credits:** (4)
- TH 511 - Theatre Literature, Theory and Criticism II **Credits:** (4)
- TH 700 - Master's Thesis Project **Credits:** (1-6)
Must be taken for 3 credits.

Theatre Studies Specialization

The theatre studies specialization is designed to build the research and analytical skills students will need for academic careers in theatre.

Through opportunities for hands-on dramaturgical experience, teaching, and theatre research, this program offers the perfect blend of theory and practice needed to prepare students for entry into PhD programs, begin teaching careers, and/or professional theatre dramaturgical positions for which they are well qualified.

The program is offered entirely during the academic year requiring a minimum two academic year residency or equivalent.

Program Requirements

A minimum of 45 credits is required for the theatre studies specialization. Thesis credits are included in the minimum. An oral examination and defense of the thesis is required.

Theatre Studies Specialization required courses

In addition to the MA core of 12 course credits, student must complete the following:

Component 1: Research and History

- TH 505 - Research Methods **Credits:** (2)

- TH 525 - Theatre History Ancients-Renaissance **Credits:** (3)
- TH 526 - Theatre History Renaissance-Modernism **Credits:** (3)
- TH 527 - Theatre History Modernism-Contemporary **Credits:** (3)
- TH 700 - Master's Thesis Project **Credits:** (1-6)
(In addition to the 3 credits in the core for a total of 6 credits.)

Component 2: Dramatic Literature

Select a minimum of 10 credits from the following:

- TH 512 - Studies in Gender Issues **Credits:** (5)
- TH 513 - Studies in World Drama **Credits:** (5)
- TH 514 - Studies in Asian Drama **Credits:** (5)
- TH 515 - Studies in Ethnic Drama **Credits:** (5)
- TH 516 - Studies in Classical Drama **Credits:** (5)
- TH 517 - Studies in Medieval Drama **Credits:** (5)
- TH 518 - Studies in Early Modern Drama **Credits:** (5)
- TH 519 - Studies in Drama and the State **Credits:** (5)
- TH 598 - Special Topics **Credits:** (1-6)
- TH 599 - Seminar **Credits:** (1-5)

Component 3: Focal Area

Select a minimum of 9 credits of the following:

- TH 540 - Graduate Directing I **Credits:** (3)
- TH 541 - Graduate Directing II **Credits:** (3)
- TH 587 - Theatre Pedagogy **Credits:** (4)
- TH 588 - Dramaturgy **Credits:** (3)
- TH 589 - International Applied Studies **Credits:** (1-6)
- TH 593 - Dramaturgical Practicum **Credits:** (1-3)
- TH 599 - Seminar **Credits:** (1-5)

Component 4: Foreign Language

In order to place students in the best position possible for entry into nationally recognized PhD programs, a minimum of two years of at least one foreign language at the undergraduate level with a minimum grade of B or better in all terms is required. This may be completed prior to admission or while enrolled in the Theatre Studies Program.

Total Credits: 45

Theatre Production Specialization

The theatre production specialization is designed to prepare English and drama teachers to teach and produce theatre in the secondary and middle schools. Courses are designed specifically for the secondary-school setting and include study in stage technology, teaching acting skills, acquiring basic learning in dramatic literature and history, supervised practice in directing plays and musicals, compiling classroom activities, and creating a curriculum for drama program development.

The program is offered almost entirely in the summer months within the context of the Summer Institute for Theatre Arts. Some graduate study is available during the regular school year. It should be noted that students may find it necessary to register for thesis credits during the academic year. Residency requirement for this program is fulfilled over three summers.

Program Requirements

A minimum of 49 credits is required for the theatre production specialization. Creative project (thesis) credits may be included in the minimum. A pre-thesis capstone course is required to move on to the final creative project (thesis). The capstone course may be attempted only two times. The creative project (thesis) required is a full production of a play or musical at an approved outside venue - usually the candidate's high school, or an approved process drama project both with written documentation, director's book, and video submitted to the department. The candidate's graduate committee which consists of three faculty members selected by the candidate, will select a member, usually the chair, who will view the production in performance at the candidate's local venue. An oral examination and defense of the creative project (thesis) is required.

A maximum of 15 graduate credits earned within the previous four years at CWU may be applied to the program. The department and the university reserve the right to determine the acceptability of other transfer credit from any institution; a maximum of 9 credits can be accepted from other institutions. Prerequisites required for admission to the program may not be applied to the total required credit for graduation.

Theatre Production Specialization required courses:

In addition to the MA Theatre core of 12 credits, student must complete the following:

Required Courses

- TH 502 - Introduction to the Creative Project **Credits:** (1)
- TH 521 - Integrating Drama into the Curriculum and Program Development **Credits:** (4)
- TH 536 - Advanced Stage Movement **Credits:** (3)
- TH 540 - Graduate Directing I **Credits:** (3)
- TH 541 - Graduate Directing II **Credits:** (3)
- TH 542 - Musical Theatre Directing **Credits:** (4)
- TH 544 - Acting Styles Application **Credits:** (3)
- TH 565 - Costuming Methods **Credits:** (3)
- TH 566 - Mask and Makeup Methods **Credits:** (3)
- TH 568 - Lighting Methods **Credits:** (3)
- TH 571 - Design Methodology **Credits:** (3)
- TH 583 - Scenic and Property Methods **Credits:** (3)
- TH 600 - Capstone Practicum **Credits:** (1)

Must be passed in order to move on to final creative project (thesis).

Total Credits: 49

Note: The meeting of state standards, under department advisement, is required to fulfill the theatre endorsement in Washington State. To earn the Washington State endorsement in Theatre the candidate must successfully complete all the standards set forth by the state and successfully pass the WEST-E examination. The Praxis test may be required to complete certification in other states.

Theatre Arts Courses

TH 500. Professional Development

(1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university. May be repeated for credit.

TH 501. Introduction to Graduate Studies

(1). Introduction to current theatre research topics and library resources. Prerequisite: admission to the MA program.

TH 502. Introduction to the Creative Project

(1). Research and preparation for directing the culminating Creative Project: production of an approved play at the candidate's home venue. Review of MLA and documentation format and content. Prerequisite: TH 501. All coursework (except TH

700) in course of study must be completed. Grade will either be S or U.

TH 503. Survey of Theatre History and Literature

(4). Study of important periods of theatre history from beginnings to the present and analysis of selected plays from each period.

TH 505. Research Methods (2). The procedure, techniques, and application of research methods in theatre. Prerequisite: admittance to the Theatre Master's program.

TH 510. Theatre Literature, Theory and Criticism I (4). Explore critical analysis from ancients to modernism and its application to theatre/ dramatic texts.

Prerequisite: admittance to the Theatre Master's Program.

TH 511. Theatre Literature, Theory and Criticism II (4). Explore critical analysis from modernism to the present and its application to

theatre/ dramatic texts.

Prerequisite: admission to MA program or permission of instructor.

TH 512. Studies in Gender Issues

(5). The study of theory and practices of gender in drama, films, and contemporary performance culture. May be repeated for credit as topics change.

TH 513. Studies in World Drama

(5). The study of theory and practices of post-modern world drama. May be repeated for credit as topics change.

TH 514. Studies in Asian Drama

(5). The study of theory and practices of traditional drama, puppetry, and dance-drama forms of Asia. May be repeated for credit as topics change.

TH 515. Studies in Ethnic Drama

(5). The study of theory and practices of multicultural plays by people of color and other ethnic

groups. May be repeated for credit as topics change.

TH 516. Studies in Classical Drama (5). The study of theory and practices of the drama of the ancients, including Greek and Roman. May be repeated for credit as topics change.

TH 517. Studies in Medieval Drama (5). The study of theory and practices of drama from the early, middle, and/ or late Middle Ages in Europe and/ or Asia. May be repeated for credit as topics change.

TH 518. Studies in Early Modern Drama (5). The study of theory and practices of drama from the Renaissance, 17th and 18th century in Europe, Asia, and/ or the Americas. May be repeated for credit as topics change.

TH 519. Studies in Drama and the State (5). The study of theory and practices of drama of state-controlled censorship and/ or sponsorship, i.e., drama under the French Revolution, drama under the Third Reich, or NEA-sponsored performance. May be repeated for credit as topics change.

TH 520. Exploring Drama in the Classroom (3). Projects for building drama skills through classroom activities ranging from creative movement to storytelling.

TH 521. Integrating Drama into the Curriculum and Program Development (4). Study and practice in national trends and pedagogies used in drama programs with emphasis integrating drama in to course work and on program development at the high school and community college levels. Presented in a workshop intensive setting. Enrichment students seeking to enroll in this course require previous training and/ or experience in theatre education. Prerequisite: admission to the MA in theatre production or department consent. May be

repeated up to 8 credits if content changes.

TH 525. Theatre History Ancients-Renaissance (3). The study of theatrical history from the Ancients through the Renaissance.

Prerequisite: admittance to the Theatre Master's Program.

TH 526. Theatre History Renaissance-Modernism (3). The study of theatrical history from the Renaissance through Modernism. Prerequisite: admittance to the Theatre Master's Program.

TH 527. Theatre History Modernism-Contemporary (3). The study of theatrical history from Modernism to contemporary.

Prerequisite: admittance to the Theatre Master's Program.

TH 530. Playwriting Application (3). Methods of teaching playwriting and producing one-act play festivals in secondary schools.

TH 536. Advanced Stage Movement (3). Study and practice in specialized movement techniques for the stage, as applied to the skill development of special movement skills such as; performance, stage, combat, mime or dance at the high school and community college levels.

Presented in a workshop intensive setting. Enrichment students seeking to enroll in this course require previous training and/ or experience in stage movement or dance. Prerequisite: admission to the MA in theatre production or department consent. May be repeated up to 6 credits, if the content changes.

TH 540. Graduate Directing I (3). Theory and practice in directing realistic plays.

TH 541. Graduate Directing II (3). Theory and practice in directing classical plays.

TH 542. Musical Theatre Directing (4). Study of the director's preparation and rehearsal practices for coordinating and mounting a

full musical production.

Prerequisite: TH 540.

TH 544. Acting Styles Application (3). Study and practice in applying skills of performance to special textual needs, such as; stylized comedy, modern realism, and heightened language; used at the high school and community college levels. Presented in a workshop intensive setting. Enrichment students seeking to enroll in this course require previous training and/ or experience in stage movement or dance. Prerequisite: admission to the MA in theatre production or department consent. May be repeated up to 6 credits if content changes.

TH 564. Wig Applications (3). The study and practice of creating and restoring wigs for stage. TH 464 and TH 564 are layered courses; student may not receive credit for both. Additional course fees apply.

TH 565. Costuming Methods (3). Study and practice of creating costumes and related accessories for realistic and classic productions found at the high school and community college levels. Presented in a workshop intensive setting. Enrichment students seeking to enroll in this course require previous training and/ or experience in theatre. Prerequisite: admission to the MA in theatre production or department consent. May be repeated up to 6 credits if content changes.

TH 566. Mask and Makeup Methods (3). Study and practice of creating masks, makeup, and related accessories and special effects in productions found at the high school and community college levels. Presented in a workshop intensive setting. Enrichment students seeking to enroll in this course require previous training and/ or experience in theatre. Prerequisite: admission to the MA in theatre production or department consent. May be

repeated up to 6 credits if content changes.

TH 568. Lighting Methods (3).

Study and practice in the concepts of color, instruments, drafting, trouble shooting techniques, and electricity for lighting stage productions with emphasis on equipment and design applications found at the high school and community college levels.

Presented in a workshop intensive setting. Enrichment students seeking to enroll in this course require previous training and/ or experience in theatre. Prerequisite: admission to the MA in theatre production or department consent. May be repeated up to 6 credits if content changes.

TH 571. Design Methodology (3).

Study and practice in the concepts and fundamentals of design for stage productions found at the high school and community college levels. Presented in a workshop intensive setting. Enrichment students seeking to enroll in this course require previous training and/ or experience in theatre.

Prerequisite: admission to the MA in theatre production or department consent. May be repeated up to 6 credits if content changes.

TH 580. Scenic Methods (3). Study and practice in techniques of scenery construction, stage rigging, and painting.

TH 582. Performance Studies (3).

Explores the concept of performance in the 20th and 21st centuries through case studies and scholarship, with special attention paid to the multi-disciplinary nature of the field.

TH 583. Scenic and Property

Methods (3). Study and practice of construction, assembly, and scene-shifting techniques; shop safety;

painting; and/ or prop construction for stage productions found at the high school and community college levels. Presented in a workshop intensive setting. Enrichment students seeking to enroll in this course require previous training and/ or experience in theatre.

Prerequisite: admission to the MA in theatre production or department consent. May be repeated up to 6 credits if content changes.

TH 584. Puppetry in the Classroom

(3). Art of puppetry applied to classroom use by teachers and counselors, emphasizing self expression and entertainment.

TH 587. Theatre Pedagogy (4).

Student will be given individualized instruction in teaching practices and will participate in journal writing, critiquing, counseling, coaching, advising, leading discussion, and grading. TH 487 and TH 587 are layered courses; students may not receive credit for more than one.

Prerequisite: TH 501 May be repeated up to 8 credits.

TH 588. Dramaturgy (3).

Foundations in the research as applied to theatre production, including author, the world of the play, production history, critical analysis, images, and sources, with attention to the influences of social history, culture, and environment on the production.

TH 589. International Applied

Studies (1-6). Applied research at international venues. May be repeated up to 6 credits.

TH 591. Workshop (1-6). No more than two workshops for a combined maximum of 8 credits can be applied toward a master's program.

TH 593. Dramaturgical Practicum (1-3). Practical experience in

dramaturgy within the context of theatre production. Prerequisite: TH 588. May be repeated up to 6 credits.

TH 595. Culminating Portfolio (1).

LiveText portfolio will be employed to build professional portfolios, documenting theatre training and compliance with state certification and NCATE standards. Grade will either be S or U.

TH 596. Individual Study (1-6).

May be repeated for credit.

TH 598. Special Topics (1-6).

Course content identified by title in the university class schedule. May be repeated for credit under different titles.

TH 599. Seminar (1-5). May be repeated for credit.

TH 600. Capstone Practicum (1).

Mentored practicum in directing techniques where student demonstrates mastery of the skills acquired in the program; through the direction of, and participation in, a series of one-act projects in the classroom setting. This course is taken the final summer of study and must be completed satisfactorily in order to advance to the final requirement for graduation, the creative project (TH 700, Thesis). Prerequisite: completion of, or concurrent enrollment in, all course work leading to the creative project. Prerequisite: admission to the MA in theatre production or department consent. Grade will be either S or U.

TH 700. Master's Thesis Project (1-6). Designed to credit and record supervised study for the master's examination. Prerequisite: permission of chair of student's graduate faculty supervisory committee. May be repeated up to 6 credits. Grade will either be S or U.

Family Educational Rights

Notice to Students of Privacy Rights

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law governing access to student education records. FERPA stipulates conditions for release of information from education records and affords students the opportunity to review and seek revision of those records. In addition, the federal law states: (a) that a written institutional policy must be established; and (b) that a statement of adopted procedures covering the privacy rights of students must be made available. The law provides that the institution will maintain the confidentiality of student education records. Central Washington University (CWU) accords all the rights provided by the law, and reserves for itself the right to use and release student education records under the conditions specified by the law.

For the complete policy, please see policy # CWUP 2-20-070 at: www.cwu.edu/resources-reports/cwup-2-20-070-student-records-family-educational-rights-and-privacy-act-ferpa.

Disclaimer: all policies and procedures are regularly updated by the Office of the President.

Academic Appeal Procedures CWUP 5-90-010(3)

For the complete procedures, please go to : www.cwu.edu/resources-reports/cwup-5-90-0103-academic-appeal-procedures.

I. Academic Appeals

(Complete policy available in the Office of the Dean of Student Success.)

- A. Academic grievances are defined as the following:
 - 1. A claim by the student that an assigned grade is the result of arbitrary or capricious application of otherwise valid standards of academic evaluation; or
 - 2. A claim by the student that the standards for evaluation are arbitrary or capricious; or
 - 3. A claim by the student that the instructor has taken an arbitrary or capricious action which adversely affects the student's academic progress; or
 - 4. A claim by the student that a University department, program, or office has made a decision not in keeping with University policy or taken an arbitrary, capricious, or discriminatory action which adversely affects the student's academic progress.
- B. A student wishing to pursue an academic grievance must take the following steps to try to resolve the grievance prior to the filing of an official academic appeal:
 - 1. The student shall first attempt to resolve the matter with the instructor;
 - 2. If resolution is not achieved between the student and instructor, the student shall ask the department chair to resolve the grievance;
 - 3. If resolution is not achieved at the department chair level, the chair shall forward a written summary to the dean of the school or college in a further effort to achieve resolution;
 - 4. If resolution is not achieved at this point, the student may petition for a hearing before the Board of Academic Appeals. (An appointment should be made to meet with the Associate Dean of Student Living or the Assistant of the Dean of Student Success to obtain the necessary forms and information relative to filing the petition.)

Disclaimer: all policies and procedures are regularly updated by the Office of the President.

Alcohol and Drug Policy CWUP 2-40-030

A complete policy is available in the office of the Dean of Student Success or go to : www.cwu.edu/resources-reports/cwup-2-40-030-alcohol-and-other-drugs.

(1) **General Alcohol and Other Drug Statement** - Any violations, on or off campus, of state or federal law regarding alcohol or other drugs by students, staff, or faculty are grounds for disciplinary action. Furthermore, according to the Student Conduct Code, students may be subject to disciplinary action for any action that violates state or federal law including but not limited to:

- Minor in possession
- Minor in consumption
- Open container violations
- Driving while intoxicated
- Possessing or consuming alcohol in an alcohol free residence hall

Providing alcohol to a minor
Possession or sale of any narcotic or drug paraphernalia
Selling alcohol without a license
Misrepresenting ones age to gain access to alcohol

Students violating any state or federal law will result in immediate referral to the office of the Dean of Student Success or designee for disciplinary action. Disciplinary action will range from a counseling session to expulsion, depending on the severity and number of violations.

(2) **Policies and Procedures** - The purpose of this section is to briefly summarize the key points of the university policy regarding the distribution, possession, and use of alcohol and other drugs. In order to comply with the requirements of the Drug-Free Schools and Communities Act and the Drug-Free Workplace Act, a complete description of the relevant laws, procedures, sanctions, and prevention information is provided in the addenda that follow this summary.

(A) **Legal Issues** - The university's policy regarding the possession and consumption of alcohol and other drugs on campus has been developed in keeping with Washington State law and the Governor's policy on alcoholism and drug dependency. Washington State laws are described in the Revised Code of Washington and the Washington Administrative Code. Members of the University community may review these documents at the University library. State laws regulate behavior such as the consumption of alcohol in public places, the furnishing of liquor to minors, the illegal purchase of alcohol, and the distribution of controlled substances, to name a few. A brief description of applicable local, and state, and federal laws is provided in CWUR 4-20-005.6. The university policy assumes that individuals of the University community have read, understood, and agree to abide by these local, state, and federal laws.

(B) **Proscribed Student Conduct** - According to the Washington Administrative Code (WAC 106-120-027), a student shall be subject to disciplinary action or sanction upon violation of any of the following conduct proscriptions:

1. Possession, use, or distribution of any controlled substance as defined by the laws of the United States or the State of Washington except as expressly permitted by law.

2. Violation of the university policy on alcoholic beverages that states:

(a) Persons 21 years of age or older may possess and/ or consume alcoholic beverages within the privacy of certain designated 21 or older residence hall rooms or apartments. Washington State law provides severe penalties for the possession or consumption of alcoholic beverages by persons under 21 years of age and for persons who furnish alcoholic beverages to minors. All university students and staff should be aware of these laws and the possible consequences of violations.

(b) The University does not condone the consumption of alcoholic beverages by minors at functions sponsored by Central Washington University organizations on or off campus. Organizations and advisors are held responsible for monitoring the conduct of their members at functions sponsored by the organization and for failure to comply with Washington state law and university policies.

(c) The Dean of Student Success or designee may place on probation any organization or prohibit a specific campus social function when the consumption of alcoholic beverages has become a problem of concern to the university.

3. Violation of clearly stated proscriptions in any published rule or regulation promulgated by any official campus committee, commission or council acting within the scope of its authority.

4. Violation on or off campus of any state or federal law. Official university action will be taken when violations of state law or university policy regarding alcohol and other illicit drug use occur. Repeated violations usually carry more significant consequences. The office of the Dean of Student Success may include in the sanction-mandated contact with the university drug and alcohol prevention specialist (the Director, Wildcat Wellness Center) and/ or direct referral for assessment through a state licensed treatment agency. Please refer to CWUR 4-20-005.4 for licensed agencies in Kittitas County. If alcohol or other drug abuse is a related factor in the violation of other proscribed conduct, the same mandate may be considered appropriate. Official university sanctions range from "warning" to "expulsion" and are described in detail in CWUR 4-20-005.1.

(C) Proscribed Employee Conduct - As a condition of employment at the university, all employees will abide by the terms of the Drug Free Workplace Act of 1988 that prohibits the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in the university workplace. This Act also requires that employees notify their supervisor of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after the conviction.

In addition, university employees (i.e., faculty, staff, administrators, and student employees) are obligated to work effectively and cooperatively in their positions. Responsibility to improve substandard performance or to correct unacceptable work behavior rests with the individual employee, regardless of the underlying causative factors or circumstances that may be present. While alcoholism and/ or other drug dependencies may be among the factors contributing to an employee's job performance problems, it remains the responsibility of the individual employee to seek appropriate treatment. Failure to correct unsatisfactory job performance or behavior, for whatever reason, will result in appropriate disciplinary action, up to and including termination of employment.

University employees are expected to be familiar with the University policies or codes that pertain to their employment on campus. Policies concerning the behavior of exempt and faculty employees are contained in the following sources: The Exempt Employees' Code, faculty contract, and/ or the Faculty Code. Faculty members should be aware that the Alcohol and Other Drug Policy is an official university policy; as such, violations of this policy are subject to the sanctions described in Sections 10.20 and 10.25 of the Faculty Code or the applicable collective bargaining agreement. Sanctions for the willful violation by civil service employees of published institutional regulations are included in WAC 357-40 or the applicable collective bargaining agreement. Exempt personnel are referred to the Exempt Employees' Code for sanctions resulting from the willful violation of published institutional guidelines.

The Wildcat Wellness Center (WWC) is the primary campus location for alcohol and other drug education, prevention and counseling. Both students and staff are encouraged to contact the WWC (963-3213) for more detailed information.

(D) Employee Education and Referral for Alcohol and other Drug Issues - Alcoholism and drug dependency are defined as illnesses that may interfere with an employee's ability to perform assigned work satisfactorily or that adversely affect job behavior. Employees are encouraged to voluntarily seek expert assistance for alcoholism, alcohol abuse, drug dependency, or any other job-impairing personal problem. Assistance is available through a variety of professional resources on campus and in the community. Questions regarding medical insurance coverage for professional services should be referred to the employee's medical plan provider. For more information about the confidential employee assistance program, contact eap@cwu.edu or call the manager of EAP at 963-3690.

CWU encourages all faculty and staff to increase their awareness and identification of alcohol issues. Training is available for faculty and staff through Human Resources. For more information, go to www.cwu.edu/~training/.

Supervisors are required to identify, document, and attempt to correct all employee job performance and/ or work behavior problems, using standard corrective action procedures outlined in WAC 357-40, the Faculty Academic Code, Exempt Employees' Codes, or applicable collective bargaining agreement. They should not diagnose alcoholism, drug dependency, or any other complex medical-behavioral problem. However, corrective efforts may include referral to professional treatment resources, after consultation with human resources or faculty relations. Supervisors are encouraged to share information regarding professional treatment services with employees on a regular basis. Pamphlets describing services are available from the CWU Human Resources Department or from the director of the CWU Wildcat Wellness Center. See CWUR 4-20-005.4 for a description of professional drug treatment and counseling resources.

(E) Serving Alcoholic Beverages on Campus - University departments and student organizations are encouraged not to involve alcoholic beverages in any sponsored function. If they choose to do so, they are urged to consider the effects and the responsibility they assume in making such decisions. If the members of the department or organization choose to include alcoholic beverages in their functions, they must comply with all local and state laws, as well as specified liquor guidelines. Violation of any local or state law or specified guideline could result in the department or organization's loss of ability to serve alcohol on campus in the future and staff disciplinary action up to and including termination of employment.

University departments and student organizations are prohibited from serving alcohol on campus during an employee's normal work shift, which typically would be 8 a.m. to 5 p.m. Monday through Friday, in accordance with WAC 296-800-11025, which prohibits alcohol or narcotics at the workplace. Employees may not consume alcohol or drugs during their work shift unless such drugs are prescribed by a physician or other appropriate healthcare provider or unless such over-the-counter medication as will not interfere with the employee's ability to perform his/ her job.

All groups and organizations sponsoring social events held on the CWU campus and all recognized university groups holding events off campus which involve the serving and consumption of alcoholic beverages are obliged to comply with the procedures and guidelines outlined in CWUR 4-20-005.5 and use a social attendant. Contact the Scheduling Center at 963-1321 for more information on social attendants.

(F) **Advertisement** - There will be no marketing or advertising of alcoholic beverages on the Central Washington University campus, except as allowed by state law (RCW 66.28.160) or to promote an educational program.

The university prohibits advertising that encourages abusive alcohol consumption. The university also prohibits alcohol from being offered as an enticement, reward, benefit of attendance or membership, or as a prize.

(G) **Policy Implementation and Application** - This policy applies to all members of the Central Washington University community at all events, on or off campus, sponsored by the university, including clubs and organizations, and/ or held in any university facility. The only exception to this policy is for the property of the president's residence and reception center.

ON-CAMPUS RESOURCES

Wildcat Wellness Center 509-963-3214

Student Medical and Counseling Clinic
Services 509-963-1391

Community Counseling and Psychological
Assessment Center 509-963-2301

OFF-CAMPUS RESOURCES

Alcohol Drug Dependency
Services 509-925-9821

Barth and Associates 509-933-1388

Central Washington
Comprehensive Mental Health 509-925-9861

Washington State Employee
Service 509-456-5000

Disclaimer: all policies and procedures are regularly updated by the Office of the President.

Cooperative Education Procedures

For the complete procedures, please go to: www.cwu.edu/career/student-guide.

I. Introduction

The Cooperative Education experience is offered through the Career Services department in conjunction with academic departments. The Cooperative Education Program is an educational plan designed to integrate classroom study with planned, supervised, and evaluated employment experience linking academic programs with students' career goals and interests.

Cooperative Education has a profound effect on the way learning takes place because it is interactive and reinforcing. Students ascribe new value to what is learned in the classroom because, either in principle or practice, they are applying it to the test of a real job. The added ingredient for learning is experience.

II. Qualifying Parameters for Student Participation

The following are the university's minimum requirements (departments may have additional requirements) for student participation:

- A. The student is enrolled and pursuing a degree at Central Washington University.
- B. The student is in good academic standing.
- C. The field experience is directly related to the student's major field of study and/ or career goal.
- D. The student has completed the appropriate prerequisite courses and possesses the skills and knowledge required for placement in a suitable level of field experience as determined by the student's department.
- E. The student must have a department faculty cooperative education (co-op) advisor for enrollment in a Cooperative Education course.
- F. The student's field experience is a practical position where the student is actively engaged in hands-on learning, not just observing.

III. Program Enrollment

- A. Students must complete a formal learning agreement with a learning plan that contains relevant objectives and activities performed during the internship. The agreement form constitutes a field study plan that

- includes a description of academic requirements such as term papers or projects, assigned readings, research projects or theses, progress reports, final reports, etc. The Learning Agreement must be endorsed by the employer or supervisor, the student, the faculty co-op advisor, department chair, dean of the college, and the Associate Director of Cooperative Education.
- B. The student must submit a completed Cooperative Education Learning Agreement form with attached Student Release Form to Career Services to complete the registration process for enrollment in the Cooperative Education course.
- C. Cooperative Education courses are numbered 290, 490, and 590. Credits are variable 1-5 for 290, 1-12 for 490, and 1-8 for most 590-level courses. Course credits are subject to change, please verify with department.
- D. A freshman should complete at least 45 credits at CWU prior to enrolling in the Cooperative Education course. A transfer student should complete at least 15 credits at CWU and have a total of 45 credits, including transfer credits, prior to enrolling in the Cooperative Education course.
- E. The student should complete a minimum of 90 credit hours with 10 or more credits in his or her major to be eligible for enrollment in the 490 level course. Departments may have additional requirements for this level of experience.
- F. A student who desires a career exploration experience, or who has not declared a major, is limited to enrolling for the Cooperative Education course at the 290 level.
- G. The student may re-enroll for the Cooperative Education course, but, in no case will a student be allowed to count more than 10 credits at the 290 level, nor more than 20 total credits toward graduation requirements. No more than 10 credits are accepted in transfer. No more than eight credits may be applied to a graduate degree.
- H. Cooperative Education courses may be repeated if field experience learning objectives and activities are distinctly different from previous work or field experience.

IV. **Awarding of Credits**

- A. Cooperative Education credits are to be awarded on the basis of quality, magnitude, and the level of learning (learning plan, relevant objective and activities) that take place during the field experience.
- B. For university standardization practice, credits are awarded using a minimum of 40 or more clock hours of approved field experience for each credit hour earned. Clock hours will include time spent to complete the work phase and the academic phase (term paper/ project(s), journal or log, progress reports, assigned readings, final report, etc.) of the field experience.
- C. An appropriate means for evaluation (progress reports, performance evaluations, final report, etc.) of the learning is established between the student, the employer, and the faculty co-op advisor.
- D. The student will be awarded an S or U grade (letter grade optional with approval of faculty co-op advisor) for the Cooperative Education course.
- E. If the field experience is terminated by the employer or academic department, the student will not receive credit.
- F. Credit will not be given for previous field or work-study experience.
- G. Credit for the Cooperative Education course will be awarded for the quarter in which the majority of hours for the experience were acquired.
- H. If the student leaves the field experience prior to completion of the hours, objectives, and/ or academic requirements, no credit will be received and a grade of Incomplete or Unsatisfactory will be awarded. Grading and award of credit is based solely on completion of the agreed-upon parameters set forth in the Learning Agreement.

V. **Student Supervision and Coordination**

- A. Daily supervision of the student is to be provided by the cooperating company supervisor who will be identified prior to the field experience.
- B. Cooperative Education courses shall be under the direct guidance, direction, and coordination of a faculty co-op advisor as part of the regular teaching load. Credit for faculty load shall comply with faculty code, Part 4, Section 7.20, B, 1, a, (3) of the current (1992) code. The faculty co-op advisor is available to the student in the field. The faculty advisor arranges and coordinates visitations/ contacts with the employer or supervisor and the student a minimum of twice each quarter. The faculty co-op advisor keeps a file on each student's work (term paper/ project(s), final report, etc.) with his or her department office.
- C. The Career Services office is an academic support service which facilitates the advising of students in the placement and cooperative education process; maintaining direction, sustaining quality control for the program; conducting program research, assessment, and evaluation; and providing training and faculty co-op advisors and staff.
- D. The Career Services office staff is available for field visitations/ contacts when suitable faculty representation is not available or upon request of the faculty co-op advisor or department chair.

VI. **Student Placement Process**

- A. The placement process is intended to be a real-life job seeking experience for the student, including competition for positions.
- B. The Career Services office advises students in the placement process through the maintenance of past internship placements and current listings that are submitted by employers. In addition, the staff is available to provide assistance with resumes, cover letters, job search techniques, and interviewing tips.
- C. The student should check with their faculty advisor for internship leads as many departments have developed their own internship connections.
- D. Students may propose their own placement site to the Faculty Co-op Advisor who determines the suitability of the placement with a given employer for Cooperative Education credit.
- E. Students may find a "regular" position that can double as a co-op experience if there is sufficient challenge and opportunity for learning that can justify university credit. Decisions on whether the experience warrants university credit rest with the academic department and the coordinating faculty.
- F. The placement must conform to affirmative action and EEO/ Title IX/ ADA guidelines.

VII. Position Description for Field Experience

The cooperating employer/ agency must agree to provide a written description of field experience tasks, identify a field supervisor and submit his or her qualifications to the appropriate university department and the Office of Cooperative Education prior to approval of the Learning Agreement.

VIII. Student Compensation

- A. Paid field experience positions are sought where possible and practicable.
- B. Unpaid positions may be used but are limited to the equivalent of working full-time for one quarter (approximately 400 hours). Please see the Fair Standards Act Guidelines for unpaid internships in the for-profit sector: www.dol.gov/whd/regs/compliance/whdfs71.htm.
- C. Students should not be put in a position where they are exploited as a source of cheap labor, replace or are in direct competition with regular employees.
- D. Participation in Cooperative Education unpaid experiences should not become an undue financial burden for the student or be the cause of the student withdrawing from the university for financial reasons.
- E. Health, accident, and disability insurance are the responsibility of the student, and if not provided by the employing agency, should be purchased individually. In most instances, the group coverage for students is adequate.
- F. Central Washington University is not responsible for liability or malpractice insurance for individual students. If such coverage is desired but is not provided by the co-op agency, students may wish to arrange individual coverage through Career Services, which is more reasonable than going through insurance agencies.
- G. Students receiving financial aid must check with the Financial Aid Office prior to accepting a paid placement. Students receiving financial aid must be sure their academic responsibilities for their co-op experience are completed by the end of the registered quarter. Any student with an "Incomplete" grade at the time of financial awards for the next quarter jeopardizes their position to receive their financial aid.
- H. If the student is receiving financial aid, Federal Law requires that any income be declared. If the student is employed and completes a W-4 form, this reporting will occur through regular employment withholding and a W-2 form at tax time. If the student does not complete a W-4 form for the employer, they must declare their income with the Financial Aid Office through a specific form that is available from the Financial Aid Office.

IX. Program Evaluation

Routine review of evaluations from employers, faculty, and students occur on a quarterly basis along with continuous review of field placement sites.

The Cooperative Education Program is subject to periodic review and assessment, completed at least once every five years.

Disclaimer: all policies and procedures are regularly updated by the Office of the President.

Discrimination Complaint and Resolution Policy CWUP 2-35-070

For the complete policy, please go to: www.cwu.edu/resources-reports/cwup-2-35-070-discrimination-complaint-and-resolution.

Disclaimer: all policies and procedures are regularly updated by the Office of the President.

Reasonable Accommodation of Persons with Disabilities - Students CWUP 2-35-040(2)

For the complete policy, please go to: www.cwu.edu/resources-reports/cwup-2-35-0402-reasonable-accommodation-persons-disabilities-students.

I. Accommodation Policy for Students with Disabilities

Title II of the Americans With Disabilities Act of 1990, the Washington state law against discrimination, RCW 49.60, RCW 28B.10.910- 914, and Section 504 of the Rehabilitation Act of 1973 prohibit discrimination against persons of disability on the basis of disability. Central Washington University is committed to providing reasonable accommodations to all qualified persons of disability to ensure access to programs, activities, and services.

A. Definitions

To be considered disabled, a student must have a physical or mental impairment that substantially limits one or more major life activities of such individual, a record of such an impairment or being regarded as having such an impairment.

A student is considered *qualified* if the student: 1) meets all eligibility criteria, 2) is able to (with or without accommodation) perform the essential functions of the program or activity, and 3) is able to benefit from a service.

The term *accommodation* means any change or adjustment that makes it possible for a student of disability to participate in a program or activity, or benefit from a service.

The term *reasonable* means that provision of the required accommodation will not result in: 1) an undue financial hardship, 2) an undue administrative hardship, or 3) a fundamental alteration to the nature of the program.

Please note that a decision not to provide accommodation must:

1. Take into consideration fiscal resources of the entire university,
2. Be explained in writing by the university president,
3. Be defended by the university if legally challenged.

II. Accommodation Procedures

The following procedures have been established in a sincere effort to accommodate students with disabilities:

NOTE:

NOTE: To assist faculty and staff in the provision of requested accommodations, the Center for Disability Services office has programs to provide print materials in alternative formats, administer alternative examinations, furnish sign language interpreters, etc. If, for any reason, the faculty or staff decides not to utilize service provided by the Center for Disability Services, the faculty or staff member and her or his department will assume administrative and fiscal responsibility for ensuring that the student's need for accommodations is met.

A. Establishing Eligibility for Accommodation

1. **REQUESTING ACCOMMODATION:** Students wishing to request accommodation are responsible for initiating contact with Center of Disability Services.
2. **DOCUMENTATION:** The student is responsible for providing documentation of disability that includes the names and results of all tests used to diagnose the disability, describes the nature and extent of the disability, and identifies the disability-related functional limitations experienced by the student. This documentation is confidential medical information and will be maintained in separate files in the Center for Disability Services.

B. Provision of Academic Accommodations

C. The Center for Disability Services is responsible for:

- a. Assessing the effect of a student's disability on his/ her ability to access the educational process;
- b. Identifying accommodations that the University will provide to ensure that CWU's programs, activities, and services are accessible;
- c. Communicating procedures that
 1. outline student and university responsibilities, and
 2. set time lines for requests and delivery of accommodations;
- d. providing services to help faculty and staff accommodate the needs of students.

B. The student is responsible for:

- a. Making the appropriate people on campus aware of his/ her need and eligibility for accommodation in a timely manner;
 - b. Working with the faculty, staff, and Center for Disability Services to determine how the accommodation will be provided;
 - c. Following policies and procedures set forth by the university and by the Center for Disability Services.
- C. The university has no obligation to accommodate a student who fails to establish eligibility with CWU's Center for Disability Services.
- D. The university reserves the right to suspend accommodations to students who abuse services or fail to follow university policies and procedures.
- E. If failure to use an accommodation results in damage to CWU equipment, the student will be held responsible for the repair or replacement of the damaged equipment.
- F. Faculty and staff are responsible for:
 - a. Working with the student and the Center for Disability Services to identify an effective means of providing requested accommodations;
 - b. Providing requested accommodations.

II. **Determination of Qualified**

- 1. The student must meet all prerequisite and eligibility criteria as set forth by the department unless that criteria is discriminatory on the basis of disability.
- 2. The student must be capable of performing the essential elements of the course, activity, or program. If in question, the student is responsible for working with the academic department, appropriate faculty or staff, and the CDS director to determine if he or she (with or without accommodation) can meet the eligibility criteria and technical standards of the course, activity, or program.
- 3. The academic department or faculty are responsible for:
 - a. Identifying the eligibility criteria and technical standards for each academic program or course. This should be done prior to the time that an academic program or course is offered. The eligibility criteria and technical standards of an academic program or course are the key skills, knowledge, or abilities that the program or course is designed to teach the student. When identifying the eligibility criteria and technical standards, faculty should focus on the desired outcome, not the process used to reach that outcome.
 - b. Working with the student and the CDS director to determine if a student's disability would prevent him or her from meeting (with or without accommodation) the eligibility criteria and technical standards of an academic program or course.
- 4. The CDS director is responsible for working with students, the academic department, and the faculty to:
 - a. Review the determination of a student's ability (with or without accommodation) to acquire the skills that comprise the eligibility criteria and technical standards of an academic program or course.
 - b. Review eligibility criteria and technical standards that present barriers to ensure that those elements are essential and not discriminatory against students of disability.

II. **Grievance**

Any student who believes that she or he has been discriminated against on the basis of disability may file a grievance in the Office for Equal Opportunity, room 211, Barge Hall (509-963-2205 or TDD 509-963-2007).

Grievances may be pursued either formally or informally. A list of state and federal agencies which investigate alleged violations of disability law is also available in the Office for Equal Opportunity.

Disclaimer: all policies and procedures are regularly updated by the Office of the President.

Student Rights and Responsibilities Policy

A complete policy is available in the office of the Dean of Student Success.

Section One Statement of Rights and Responsibilities

I. Preamble

Central Washington University is a community that exists for the generation, acquisition, diffusion, and preservation of knowledge, the growth of all its members, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. All members of the university community are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth in an atmosphere of academic freedom. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom as well as elsewhere on campus. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the university community. The university has developed policies and procedures which provide and safeguard this freedom, within the framework of general standards, and with the broadest possible participation of the members of the university community. This document articulates the general policies that provide for the academic freedom of students in this university community and forms the basis on which more specific policies such as the Student Conduct Code, rules on student's records, etc., have been formulated and adopted.

II. Access to Central Washington University

A. Admissions, Retention and Graduation

Central Washington University supports equal educational opportunity for all regardless of sex, race, color, creed, national origin, age, sexual orientation, marital status, handicap, religion, disability, or status as a disabled or Vietnam-era veteran. Persons seeking admission to the university have the right to be admitted if they meet the admission standards established for the university by the board of trustees of Central Washington University. Admission to the university does not automatically admit students to those programs which have special standards for admission or which may restrict admissions on the basis of available resources. To be eligible for continued enrollment in the university and for graduation from the university, students are responsible for meeting the university's published requirements for retention and graduation.

B. University Facilities and Services

All regular students have the right to make full use of the facilities and services of the university which are generally available to students. There are, however, some limitations on the availability and use of university resources. Students are expected to use university facilities and services responsibly and with consideration for other members of the university community. Offices responsible for providing facilities and services will, upon request, furnish guidelines for their use.

III. Student, Faculty, Staff Relationship

The relationship between students and faculty/ staff is one which is based upon mutual respect. Students see faculty and staff in a variety of roles: teachers, counselors, librarians, administrators, advisors, employers, supervisors, colleagues. In those rare instances where a student may wish to pursue a grievance having to do with grades or actions taken by a faculty member or a staff member of an office or department which adversely affected the student's academic progress, the university provides a procedure by which the grievance may be pursued. The rules for the process are contained in the Rules Governing the Operations of the Board of Academic Appeals, copies of which are available in the Office of the Dean of Student Success (Bouillon 204).

A. In the Classroom

1. Student Rights

A student who enrolls in a course has the following rights:

- a. To know from the instructor the goals and content of the course
- b. To know from the beginning the instructor's expectations and grading methods
- c. To be evaluated on the materials of the course and not on extraneous matters
- d. To consult with the instructor outside the classroom on matters related to the course

2. Student Responsibilities

A student who enrolls in a course has responsibility to observe the standards of academic performance defined by the instructor and the standards of conduct established by the instructor so as to assure the freedom of the instructor to teach and the freedom of the other students to learn.

B. Outside the Classroom

Students have a right to the services provided by faculty and staff, including such services as academic advising, counseling over a broad range of problem areas, dissemination of information, and clarification of university policies and procedures, including those involving grievances. Because of the size and complexity of the university, students have the primary responsibility for initiating requests for such services, although faculty and staff are expected to be sensitive to student's needs and to offer assistance if students appear to need it.

IV. Student Records

A. Student Records Rules

The university has adopted rules which govern the form and variety of student records collected and maintained by the university, the nature of information collected, and the way in which student information is recorded, maintained, and eventually disposed of, consistent with federal and state regulations. Copies of the rules (in accordance with Public Law 93-380 the Family Educational Rights and Privacy Act of 1974, i.e., the Buckley Amendment) are available in the Office of the Dean of Student Success. Students have a right to expect that information about themselves of a private, personal, or confidential nature which they share with faculty and staff will be disclosed only according to student records rules. Faculty and staff may provide judgments of a student's ability and character to others in appropriate circumstances, normally with the knowledge and consent of the student concerned, and in accordance with the university's rules on student records.

Student disciplinary records are education records and are covered by FERPA. Institutions may disclose, without prior consent, information contained in a student's education records concerning disciplinary action taken against the student, to teachers and school officials who have legitimate educational interests in the behavior of the student. Legitimate educational interest means that the official has a need to access student education records for the purpose of performing an appropriate educational, research or administrative function for the institution. It is important to note that although these exceptions exist, FERPA does not require an institution to disclose such information from the education record to any party, except to the student. For purposes of student conduct records, school officials are identified as a person employed by the institution in an administrative, supervisory, and academic or research, or support staff position. This may include student workers assigned specifically to work with the student conduct administration.

If non-directory information is needed to resolve an emergency situation, an educational institution may release that information if the institution determines that it is "necessary to protect the health or safety of the student or other individuals. A record must be made of the disclosure. An educational agency or institution may take into account the totality of the circumstances pertaining to the threat to the health or safety of a student or other individuals. If the educational agency or institution determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. If, based on the information available at the time of the determination, there is a rational basis for the determination; the Department will not substitute its judgment for that of the educational agency or institution in evaluating the circumstances and making its determination. An educational agency or institution must record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception. The institution must state the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure. In addition, the parties to whom the agency or institution disclosed the information should be recorded.

Those law enforcement records become an education record, subject to FERPA, if the original or copy is maintained by a school official outside of the law enforcement unit or is kept in an area where it is accessible to other school officials.

B. Students' Rules

The rules on student records also define the following rights of students with respect to their records and the procedures to be followed to guarantee those rights:

1. The right to inspect and review information contained in their educational records
2. The right to challenge the contents of their educational records
3. The right to submit an explanatory statement for inclusion in the educational record if the outcome of the challenge is unsatisfactory
4. The right to prevent disclosure, with certain exceptions, of personally identifiable information
5. The right to secure a copy of the university rules, which includes the location of all educational records
6. The right to file complaints with the appropriate federal and state agency(ies) concerning alleged failures by the university to comply with applicable laws, rules, and their implementing regulations

C. Students' Responsibilities

Students are responsible for furnishing, completely and accurately, such pertinent information as required by the university so that it may perform its proper function as an educational institution. If students' circumstances change, e.g., name, address, financial situation, etc., they are responsible for seeing that proper university officials are informed of such changed circumstances.

V. Student Life

Student Life encompasses a broad area, including the freedoms to form associations, to inquire and express opinions, and to participate in institutional government.

A. Association

Students have the right to form organizations and to join associations to promote their common interests. In doing so, they have the responsibility to follow university policies and procedures, copies of which are available in the Office of Campus Life.

B. Inquiry and Expression

Students and student organizations have the right to examine and discuss all questions of interest to them, to express opinions publicly and privately, to support causes, and to invite and hear any person of their own choosing. Such activities shall not disrupt the regular and essential operation of the university. Students and student organizations are responsible for following the policies and procedures related to these activities, copies of which are available in the Office of Campus Life.

C. Student Participation in Institutional Government

Students have the right to express their views by lawful procedures on issues of institutional policy and on matters of general interest to the student body, and to participate in the formulation and application of institutional policy affecting academic and student affairs. Student government, the Associated Students of Central Washington University, is the primary vehicle for student participation in institutional government, and its role is explicitly stated in its constitution and by-laws, copies of which are available in the Office of Campus Life. Other opportunities for involvement in academic and student affairs areas may be found in the various departmental or administrative offices. Having become involved in institutional governance, students are responsible for fulfilling the obligations they have undertaken.

VI. Student Conduct

The following areas are subject to change: please consult the CWU policy manual at www.cwu.edu/~pres/policies/index.html.

Students are members of both the university community and the larger community outside the university. As members of the university community, students are guaranteed those rights described in this document. As members of the larger community, students are afforded those rights guaranteed by the state and federal constitutions, the authority of which extends across both communities.

At the same time, both communities have established standards of conduct designed to protect their essential purposes. The university community has defined in its Student Conduct Code that conduct in which its members may not engage without penalty. The larger community has defined such behavior in its laws.

Outlined below are the standards in disciplinary proceedings established by the university with respect to student conduct which violates the norms of either the university or the larger community.

A. The University Community

The Student Conduct Code enumerates proscribed behavior and describes procedures followed in cases where students are alleged to have engaged in such conduct. These procedures guarantee procedural due process to the accused students and are fully described in the Student Conduct Code, copies of which are available in the Office of the Dean of Student Success.

B. The Larger Community

If a student's behavior results in charges that both the law of the larger community and the proscriptions of the university's Student Conduct Code have been violated, the university does not waive the right to initiate proceedings in accordance with provisions of the Student Conduct Code.

Section Two

Student Conduct Code (Refer to WAC 106-120 for complete code. Revisions and current policy available in the Office of the Dean of Student Success.)

I. General Policy

A. Definitions

1. "University" shall mean Central Washington University.
2. "Dean of Student Success" shall mean the Dean of Student Success or the Dean's designee.
3. "Student" shall mean a person enrolled at the university either full or part time, pursuing undergraduate, graduate, or extension studies, or a person accepted for admission or readmission to the university.
4. "University community" shall include the employees and students of Central Washington University and all property and equipment of the university.
5. "Hazing" shall include any method of initiation into a student organization or living group, or any pastime or amusement engaged in with respect to such an organization or living group that causes, or is likely to cause, bodily danger or physical harm, or serious mental or emotional harm, to any student or other person attending Central Washington University. The term does not include customary athletic events or other similar contests or competitions.
6. "Sexual assault" occurs when the act is intentional and is committed either by (a) physical force, violence, threat, or intimidation; (b) ignoring the objections of another person; (c) causing another's intoxication or impairment through the use of alcohol or drugs; or (d) taking advantage of another person's incapacitation, state of intimidation, helplessness, or other inability to consent.
7. "Sexual misconduct" occurs when an act is committed without intent to harm another and where, by failing to correctly assess the circumstances, a person mistakenly believes that effective consent was given and did not meet his/ her responsibility to gain effective consent.
8. "Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. More specifically, sexually harassing behavior that includes the following:
 - (a) Gender harassment, including sexist statements and behaviors that convey insulting, degrading, or sexist attitudes
 - (b) Seductive behavior encompassing unwanted, inappropriate, and offensive physical or verbal sexual advances
 - (c) Sexual bribery, involving solicitation of sexual activity or other sex-linked behavior by promise of reward
 - (d) Sexual coercion of sexual activity or other sex-linked behavior by threat of punishment
 - (e) Sexual assault, attempted rape, and rape. Additional examples of sexual harassment can be found in the university's Sexual Harassment Policy

9. “Stalking” is a legal term for repeated harassment or other forms of invasion of a person’s privacy in a manner that causes fear to its target. Stalking may include such acts as repeated following; unwanted contact (by letter or other means of communication); observing a person’s actions closely for an extended period of time; or contacting family members, friends, or associates of a target inappropriately.

B. Introduction and Purpose

The students of Central Washington University are responsible for complying with policies, standards, rules, and requirements for academic and social behavior formulated by the university for the maintenance of an orderly and responsible functioning of the university community. Students enrolled at any of the university’s campuses are expected to uphold these standards both on and off campus. At the same time, students have protection through orderly procedures against arbitrary or capricious actions or decisions by university authorities. Due process is recognized as essential to the proper enforcement of university rules. The purpose of this document is to provide a procedure and rules by which a student will be afforded due process in the matter of alleged violations of university standards, rules, and requirements governing academic and social conduct of students.

The university recognizes a responsibility to resolve behavior problems before they escalate into serious problems requiring the application of these rules. Therefore, the vice president shall generally review and/or investigate student behavioral problems which are referred by university community members or any subsidiary conduct agencies to the Student Conduct Council, or which otherwise come to the attention of the vice president through the office of Public Safety and Police Services or other official university reports. The Dean of Student Success and the Student Consultation Team shall be as proactive as possible concerning the resolution of student behavioral problems and use reasonable arbitration and conflict resolution methods in order to prevent such problems from further interfering with the university community or the student’s own educational progress.

The Dean of Student Success shall provide for due process for students throughout the behavioral problem-solving intervention by following the proper steps related to the initiation, investigation, and disposition of complaints against a student as outlined in Section III of this document.

Any student is subject to these rules, independent of any other status the individual may have with the university. Any action taken against a student under these rules shall be independent of other actions taken by virtue of another relationship with the university in addition to that of the student.

C. Cooperation with Law Enforcement Agencies

Central Washington University distinguishes its responsibility for student conduct from the controls imposed by the larger community beyond the university, and of which the university is a part. The university does not have the responsibilities of a parent for the conduct of students. When students are charged with violations of laws of the nation or state, or ordinances of the county or city, the university will neither request nor agree to special consideration for students because of their status as students, but the university will cooperate with law enforcement agencies, courts, and any other agencies in programs for rehabilitation of students.

Central Washington University reserves the right to impose the provisions of this policy and apply further sanctions before or after law enforcement agencies, courts, and other agencies have imposed penalties or otherwise disposed of a case.

II. Proscribed Conduct

A student shall be subject to disciplinary action or sanction upon violation of any of the following conduct proscriptions:

- A. Disruptive and disorderly conduct which interferes with the rights and opportunities of other students to pursue their academic studies.
- B. Academic dishonesty in all its forms including, but not limited to:
 1. Cheating on tests
 2. Copying from another student’s test paper
 3. Using materials during a test not authorized by the person giving the test

4. Collaboration with any other person during a test without authority
 5. Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of an unadministered test or information about an unadministered test
 6. Bribing any other person to obtain an unadministered test or information about an unadministered test
 7. Substitution for another student or permitting any other person to substitute for oneself to take a test
 8. Plagiarism, which means the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit
 9. Collusion, which means the unauthorized collaboration with any other person in preparing work offered for credit
- C. Filing a formal complaint with the Office of the Dean of Student Success with the intention of falsely accusing another with having violated a provision of this code.
- D. Furnishing false information to any university official, especially during the investigation of alleged violations of this code.
- E. Furnishing false information to the Student Conduct Council with the intent to deceive, the intimidation of witnesses, the destruction of evidence with the intent to deny its presentation to the Student Conduct Council or the vice president when properly notified to appear.
- F. Intentionally setting off a fire alarm or reporting a fire or other emergency or tampering with fire or emergency equipment except when done with the reasonable belief in the existence of a need therefore.
- G. Forgery, alteration, or misuse of university documents, records, or identification cards.
- H Sexual harassment including stalking, forced and/ or nonconsensual sexual activity in any form including sexual misconduct I. Actual or attempted physical/ emotional abuse of any person or conduct which threatens or endangers the health and safety of any person or which intentionally or recklessly causes a reasonable apprehension of harm to any person.
- J. Harassment of any sort or any malicious act which causes harm to any person's physical or mental well being.
- K. Recklessly engaging in conduct which creates a substantial risk of physical harm to any person.
- L. Creating noise in such a way as to interfere with university functions or using sound amplification equipment in a loud and raucous manner.
- M. Theft or malicious destruction, damage, or misuse of university property, private property of another member of the university community, whether occurring on or off campus; or theft or malicious destruction, damage or misuse on campus of property of a nonmember of the university community.
- N. Unauthorized seizure or occupation or unauthorized presence in any university building or facility.
- O. Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other university activities or programs whether occurring on or off campus or of activities or programs authorized or permitted by the university pursuant to the provisions of this document.
- P. Intentional participation in a demonstration which is in violation of rules and regulations governing demonstrations promulgated by the university pursuant to the provisions of this document.
- Q. Unauthorized entry upon the property of the university or into a university facility or any portion thereof which has been reserved, restricted in use, or placed off limits; unauthorized presence in any university facility after closing hours; or unauthorized possession or use of a key to any university facility.
- R. Possession or use on campus of any firearm, dangerous weapon or incendiary device or explosive unless such possession or use has been authorized by the university.
- S. Possession, use, or distribution on campus of any controlled substance as defined by the laws of the United States or the state of Washington except as expressly permitted by law.

- T. Violation of the university policy on alcoholic beverages which states:
 - 1. Persons 21 years of age or older may possess and/ or consume alcoholic beverages within the privacy of their residence hall rooms or apartments. Washington State law provides severe penalties for the possession or consumption of alcoholic beverages by persons under 21 years of age and for persons who furnish alcoholic beverages to minors. All university students should be aware of these laws and the possible consequences of violations
 - 2. The university does not condone the consumption of alcoholic beverages by minors at functions sponsored by Central Washington University organizations. Organizations are held responsible for the conduct of their members at functions sponsored by the organization and for failure to comply with Washington State law
 - 3. The Student Conduct Council may place on probation any organization or prohibit a specific campus social function when the consumption of alcoholic beverages has become a problem of concern to the university
- U. Conduct which violates the university policies on computer use.
- V. Violation of clearly stated proscriptions in any published rule or regulation promulgated by any official campus committee, commission, or council acting within the scope of its authority.
- W. Violation on or off campus of any city, county, state, or federal law while participating in any university-sponsored activity.
- X. Conspiracy to engage in hazing or participation in hazing of another.
- Y. Failure to comply with the directive of a University official acting in the scope of authority may result in disciplinary action.

III. Initiation, Investigation, and Disposition of Complaints

A. Philosophy

The Student Consultation Team deals with student behaviors which constitute violations of this code. The Student Consultation Team meets weekly to review Incident Reports filed by housing staff, campus-wide behaviors of concern reports submitted by any member of the University Community, as well as police reports, which deal with both on- and off-campus students. The Student Consultation Team works together to suggest intervention strategies which are considered to be most appropriate and effective for eliminating specific negative student behaviors. The Student Consultation Team is co-chaired by the Associate Dean of Student Living/ Chief Conduct Officer and the Assistant to the Dean of Student Success, also includes representatives from Public Safety and Police Services, University Housing and New Student Programs, , Student Medical and Counseling Clinic, the Wildcat Wellness Center, and other offices deemed necessary to assist in disposition of cases.

B. Process

Incidents that come to the attention of the Student Consultation Team may be addressed in one of the following ways:

- 1. No action.
- 2. Informal meetings with relevant university officials.
- 3. Initiate proceedings in the Office of the Dean of Student Success. Official proceedings in the Dean of Student Success' office are conducted when it becomes apparent to the Student Consultation Team that the initial and more informal forms of intervention with a student have been unsuccessful in positively modifying a student's behavior.

C. Investigation and Disposition of Complaints

The following rules will govern the processing of alleged violations of the proscribed conduct listed in the Student Conduct Code, with one exception. Allegations of discrimination, including sexual harassment, will utilize a separate process in order to provide both parties their rights under the law and in accordance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Copies of the Discrimination Grievance Process are available in the Office of the Dean of Student Success.

- 1. A complaint alleging misconduct against any student at the university may be filed by anyone at the Office of the Dean of Student Success. Students, faculty members, administrators, and other employees of the university shall have

concurrent authority to request the commencement of the disciplinary proceedings provided for in this chapter. A person filing a complaint shall be complainant of record.

2. Any student charged in a complaint shall receive written notification from the Dean of Student Success. Such notice shall:
 - a. Inform the student that a complaint has been filed alleging that the student violated specific provisions of the Student Conduct Code and the date of the violation(s).
 - b. Set forth those provisions allegedly violated.
 - c. Specify a time and date the student is required to meet with the Dean of Student Success or designee.
 - d. Inform the student that failure to appear at the appointed time at the Dean of Student Success' office may subject the student to suspension from the university.
3. When the Dean of Student Success or designee meets with the student, it shall:
 - a. Provide for the student a copy of the Student Conduct Code.
 - b. Review the alleged violation with the student.
 - c. Conduct an investigation into the alleged violation.
4. Upon completion of the review with the student and/ or the investigation, the Dean of Student Success may:
 - a. Drop the charges when they appear to be invalid, without substance or capricious.
 - b. Issue a verbal warning.
 - c. Apply any of the sanctions as outlined in Section IV if such sanction is warranted by the evidence.
 - d. Refer the case to the Student Conduct Council.
 - e. Invoke the summary suspension procedure as outlined in Section VII when deemed appropriate.
5. The Dean of Student Success shall inform the student that only suspension and expulsion sanctions may be appealed to the Student Conduct Council, and that if an appeal is made, the Dean of Student Success shall take no action nor make any determination, except for summary suspension, in the matter other than to inform the student of the time, date, and location of the proceeding by the Student Conduct Council.

IV. Disciplinary Sanctions

The following may be the sanctions imposed by the Dean of Student Success or by the Student Conduct Council.

A. Warning

Notice in writing that the student has violated university rules or regulations or has otherwise failed to meet the university's standard of conduct. Such warning will contain the statement that continuation or repetition of the specific conduct involved or other misconduct will normally result in one of the more serious disciplinary actions described below.

B. Disciplinary Probation

Formal action specifying the conditions under which a student may continue to be a student at the university, including limitation of specified activities, movement, or presence on the CWU campus, including restricted access to any university building. The conditions specified may be in effect for a limited period of time or for the duration of the student's attendance at the university.

C. Restitution

An individual student may be required to make restitution for damage or loss to university or other property and for injury to persons. Failure to make restitution will result in suspension until payment is made.

D. Suspension

Dismissal from the university and from status as a student for a stated period. The notice suspending the student will state in writing the term of the suspension and any condition(s) that must be met before readmission is granted. The student so suspended must demonstrate that the conditions for readmission have been met. There is to be no refund of fees for the quarter in which the action is taken, but fees paid in advance for a subsequent quarter are to be refunded.

E. Deferred Suspension

Notice of suspension from the university with the provision that the student may remain enrolled contingent on meeting a specified condition. Not meeting the contingency shall immediately invoke the suspension for the period of time and under the conditions originally imposed.

F. Expulsion

The surrender of all rights and privileges of membership in the university community and exclusion from the campus without any possibility for return.

G. Forfeiture of Entitlements or Awards

For the specific instance of hazing, forfeiture of any entitlement to state-funded grants, scholarships, or awards for a specified period of time.

The University also has the ability to assign mediation or other educational sanctions.

V. Student Conduct Council

A. Purpose

The Student Conduct Council shall be the principal campus wide conduct body with jurisdiction over all students, whether graduate or undergraduate, and student organizations and authority to hear all charges of misconduct. It has authority to impose the sanctions described in Section IV. Other divisions of the university may elect to establish subsidiary conduct agencies over which the Student Conduct Council will have appellate jurisdiction. Subsidiary conduct agencies or persons levying sanctions should devise sanctions which are in proportion to both the nature and extent of the misconduct, and which redress injury, damage, expense, inconvenience and/ or grievance as far as possible. Appeal from subsidiary councils or agencies must be made within five working days from the time of publication of findings by said subsidiary conduct agency. Failure to file such an appeal will constitute and be construed as full acceptance by all parties of the findings.

B. Composition

The following rules govern the composition of the Student Conduct Council:

1. The council shall consist of six faculty members holding the rank of assistant professor or above, and eight students, at least one of whom should be a graduate student if a graduate student files for appointment to the council.
 - a. The faculty members of the council shall be designated in accordance with procedures established by the Faculty Senate.
 - b. The student members of the council shall be selected in accordance with procedures established by the constitution of the Associated Students of Central Washington University. Eight student members shall be appointed, each student being appointed for a term of one calendar year. Terms of office for students begin with the first day of instruction of the academic year for which the student is appointed.
2. A Student Conduct Council chair shall be elected at the first meeting each academic year and shall continue in office until the person resigns or is recalled. The duties of the chair are as follows:
 - a. To call regular and special meetings of the council by notification to members at least 24 hours in advance of the meeting time, except in bona fide emergency situations.
 - b. To preside over all regular and special meetings.
 - c. To act as presiding officer at all meetings of the proceeding board.
3. Two of the faculty members and three of the student members of the council shall constitute a quorum.

4. The vice president shall appoint a designee as a Student Conduct Council advisor whose duties shall be to:
 - a. Convene the council.
 - b. Advise the council during all meetings and hearings.

VI. Procedures for Proceeding before the Student Conduct Council

- A. When a case is referred to the Student Conduct Council the Dean of Student Success shall forward to the council:
 1. A statement describing the alleged misconduct
 2. The name and address of the complainant
 3. The name and address of the student charged
 4. All relevant facts and statements
- B. The secretary to the council shall call a special meeting of the council and arrange for a proceeding in the following manner:
 1. The council shall determine the time and place of the proceeding, which shall be at least 10 days after delivery of written notice to the student. In the interest of timeliness and efficiency, upon the request of either the student or the Dean of Student Success, this 10-day interval may be waived by the Dean of Student Success, with the student's permission. Time and place shall be set to make the least inconvenience for all interested parties. The chair may change the time and place of the proceeding for sufficient cause.
 2. The council shall draw lots to determine a proceeding board consisting of five student names and three faculty names, with one student and one faculty serving as alternates to be available until the proceeding board has been constituted, and the chair who will act as the proceeding officer.
 3. No case shall be heard unless the full membership of the proceeding board is present.
 4. All cases will be heard de novo, whether the case be an appeal from a subsidiary conduct body or is heard as an original complaint.
- C. The secretary to the council shall send written notice by certified mail of the proceeding to the student's last known address. The notice shall contain:
 1. A statement of the date, time, place, and nature of the proceeding
 2. To the extent known, a list of witnesses who will appear
 3. A summary description of any documentary or other physical evidence that would be presented by the university
- D. The student shall have all authority possessed by the university to obtain information he or she specifically describes in writing and tenders to the council chair no later than two days prior to the proceeding or to request the presence of witnesses, or the production of other evidence relevant to the proceeding. However, the university shall not be liable for information requested by the student or the presence of any witnesses when circumstances beyond the control of the university prevent the obtaining of such information or the attendance of such witnesses at the proceeding.
- E. Proceedings will ordinarily be held in closed session unless the proceeding board determines there is a compelling reason for the proceeding to be open, or the student requests an open proceeding. A closed proceeding shall include only members of the proceeding board, persons directly involved in the proceeding as parties, and persons called as witnesses.
- F. The proceeding shall be audio tape recorded, and the tape shall be on file at the Office of the Dean of Student Success for a period of three years.
- G. The university shall be represented by the Dean of Student Success who shall present the university's case against the student.

- H. The student may be accompanied by counsel, or another third party, who may offer advice. If the student utilizes an attorney as advisor, the student must give the vice president two days notice of intent to do so. If the student elects to be advised by an attorney, the vice president may elect to have the university advised by an Assistant Attorney General.
- I. The council chair shall insure that:
1. The proceeding is held in an orderly manner giving full care that the rights of all parties to a full, fair, and impartial proceeding are maintained.
 2. The charges and supporting evidence or testimony shall be presented first, and that there is full opportunity for the accused student to challenge the testimony and/ or evidence, and to cross examine appropriately.
 3. The student charged shall next present evidence or testimony to refute the charge, and that there is full opportunity for the accuser to challenge testimony and/ or evidence, and to cross examine appropriately.
 4. Only those materials and matters presented at the proceeding will be considered as evidence. The presiding officer shall exclude incompetent, irrelevant, immaterial, and unduly repetitious evidence.
- J. Any person disruptive of the proceeding or any other procedure described in this document shall be excluded from the process by the chair of the Student Conduct Council or by the Dean of Student Success using such means as are necessary to ensure an orderly process. Any student engaging in such interference shall be in contempt and may be summarily suspended from the university by the Student Conduct Council or the Dean of Student Success immediately. The student shall be subject to a suspension or any lesser sanction as may be determined by the Student Conduct Council or the Dean of Student Success at the time the interference takes place or within 15 working days thereafter.
- K. The student has a right to a fair and impartial proceeding, but the student's failure to cooperate with or attend a proceeding shall not preclude the council from making its finding of facts, conclusions, and recommendations. Failure by the student to cooperate may be taken into consideration by the Student Conduct Council and the vice president in deciding the appropriate disciplinary action.
- L. Upon conclusion of the proceeding, the proceeding board in closed session shall consider all the evidence presented and decide by majority vote to exonerate the student or to impose one of the sanctions authorized by this document.
- M. The student shall be provided with a copy of the board's findings of fact and conclusions regarding whether the student did violate any rule or rules of the Student Conduct Code and the board's decision as to the appropriate sanction to be imposed.
- N. If a student charged with misconduct under this code has been charged with a crime for the same act or closely related acts by federal, state, or local authorities, or if it appears that such criminal charge is under consideration, the Student Conduct Council may postpone action on the complaint until there has been a disposition of the criminal charge or of the consideration of filing such charge. However, prior to action by other agencies, the council may proceed to hear and decide the case if in the judgment of the council, the nature of the alleged misconduct, and the circumstances surrounding it pose a serious risk to the health or well being of the student or other members of the university. If there is a determination of guilt by the council and if the subsequent criminal proceedings result in a judgment of acquittal, the student may petition the Student Conduct Council for a rehearing.

VII. Summary Suspension Proceedings

The Dean of Student Success may summarily suspend any student from the university pending investigation, action, or prosecution of charges of an alleged proscribed conduct violation or violations, if the Dean of Student Success has reason to believe that the student's physical or emotional safety and well-being, or the safety and well-being of other university community members, or the protection of property requires such suspension.

- A. If the Dean of Student Success finds it necessary to exercise the authority to summarily suspend a student, the Dean of Student Success shall:
1. Give to the student an oral or written notice of intent to determine if summary suspension is an appropriate action.
 2. Give an oral or written notice of the alleged misconduct and violation(s) to the student.
 3. Give an oral or written explanation of the evidence in support of the charge(s) to the student.

4. Determine a time for the summary suspension proceeding to be held within 36 hours.
 5. Give an oral or written notice of the time and place of the summary suspension proceeding before the Dean of Student Success.
 6. Give an oral or written explanation of the summary suspension which may be imposed on the student.
- B. At the place and time designated for the summary suspension proceeding, the Dean of Student Success shall:
1. Consider the evidence relating specifically to the probability of danger to the student, to others on the campus, or to property.
 2. Provide the student with an opportunity to show why continued presence on campus does not constitute a danger to the physical and emotional well-being of self or others, or a danger to property.
 3. Give immediate oral notice of the decision to the student, followed by written notice.
 4. If summary suspension is warranted, summarily suspend the student for no more than 15 working days with a Student Conduct Council proceeding of the allegations to have commenced by the end of the suspension period.
- C. If a student has been instructed by the Dean of Student Success to appear for summary suspension proceedings and then fails to appear at the time designated, the Dean of Student Success may suspend the student from the university and shall give written notice of suspension to the student at the student's last address of record on file with the university.
- D. During the period of summary suspension, the suspended student shall not enter the campus of the university other than to meet with the Dean of Student Success. However, the Dean of Student Success may grant the student special permission for the express purpose of meeting with faculty, staff, or students in preparation for a proceeding before the Student Conduct Council.

VIII. Readmission after Suspension

Any student suspended from the university under the provisions of the Student Conduct Code may be readmitted upon expiration of the time period specified in the document of original suspension.

If circumstances warrant reconsideration of the suspension prior to its time of expiration, the student may be readmitted following approval of a written petition submitted to the Dean of Student Success. Such petitions must state reasons which either provides new evidence concerning the situation which resulted in the suspension, or demonstrate that earlier readmission is in the best interest of the student and the university. Approval for such readmission must be given by the Dean of Student Success or by the Student Conduct Council.

Students who have been suspended and whose suspension upon appeal is found to have been unwarranted shall be provided full opportunity to reestablish their academic and student standing to the extent possible within the abilities of the university, including an opportunity to retake examinations or otherwise complete course offerings missed by reason of such action.

Disclaimer: all policies and procedures are regularly updated by the Office of the President.

Student Sexual Assault Response Policy CWUP 8-40-050

For the complete policy, please go to: www.cwu.edu/resources-reports/cwup-8-40-050-student-sexual-assault-response.

Central Washington University will not tolerate sexual assault or sexual misconduct in any form. The university affirms respect, responsibility and caring among all persons within the community. Federal law requires specific policies and procedures to address sexually assault behavior on the part of students. Allegations of sexual assault by students should be addressed through this policy, administered by the office of the Dean of Student Success, Bouillon Hall, room 204, 509-963-1515.

The university is committed to preventing all forms of sexual assault and to providing accessible, responsive services for dealing with such offenses. Sexual assault on the part of any student is clearly inconsistent with Central Washington University values. It is also considered a form of sexual harassment in violation of the university Student Conduct Code, as well as a violation of state and federal law.

Individuals are responsible for their behavior when they are consuming alcohol or other controlled substances, and such consumption is not an excuse for unacceptable behavior. Sexual assault often occurs in the context of the use of alcohol or other controlled substances. Under these circumstances, individuals put themselves at increased risk for being a victim of sexual assault or of being accused as a perpetrator. Lack of consent can exist if a person is too intoxicated and/ or is unable to freely agree to sexual intercourse or sexual contact. The university's highest concern is for the emotional and physical well being of sexual assault victims. The victim shall have access to the full complement of university services that can help students maintain emotional and psychological well-being and provide for the safety of the victim. These include, but are not limited to, assistance in changing academic and on-campus living arrangements if these changes are reasonably available. The University Sexual Assault Response Coordinator will be the official first point of contact (509-963-3233), other than police, for facilitating victim access to all needed services. Other departments, if contacted first, will make a referral to the Sexual Assault Response Coordinator. The Sexual Assault Response Coordinator is located in the Wellness Center in SURC 139.

Central Washington University encourages all members of the campus community who believe they are victims of sexual assault to immediately report the incident to the police agency of jurisdiction. Although reporting is not required, it is encouraged. If the assault occurs in the residence halls or apartments, the Office of University Housing and New Student Programs and the C.W.U. Public Safety and Police Services should be contacted, as well as the Sexual Assault Response Coordinator. Immediate reporting to the police is an important factor in successful investigation and prosecution of sexual assault cases. Victims are not required to pursue prosecution just because they report a crime to a police agency. However, the reporting of sexual assault to the police agency may prevent others from being victims. If a victim has a complaint with a non-student member of the university community, they should contact the Office for Equal Opportunity at 509-963-2205 or by e-mail at oeo@cwu.edu.

Any member of the university community can file a third party report with the Sexual Assault Response Coordinator, Student Medical and Counseling Clinic or CWU Public Safety and Police Services detailing an incident involving sexual assault. It is important to note that the university cannot initiate student judicial action or a criminal complaint against the alleged perpetrator based on a third party report. The report is encouraged, none the less, as it can provide useful information for protecting the community-at-large and connecting similar reports while protecting the victim's anonymity.

Where there is sufficient evidence to believe that the university regulations prohibiting sexual assault have been violated, the university may pursue disciplinary action through its Student Conduct Code. Sanctions for persons found in violation of these policies may include suspension and/ or expulsion from the university. Education, including violence prevention and awareness, may be required of the perpetrator. The university, through the office of the Dean of Student Success, reserves the right to pursue disciplinary action in the case of an off-campus incident, when the alleged perpetrator is a student and the behavior involved threatens the health, safety, and/ or property of the university and its staff and students. When proceedings are conducted on-campus in cases of alleged sexual assault, the accuser and the accused are entitled to: (a) the same opportunity to have an advocate present, and (b) be informed of the outcome of the proceeding. For a detailed description of due process see the Student Conduct Code. No victim of sexual assault shall be penalized or retaliated against in any way for his or her participation in the university's complaint process.

A victim has the right to avoid face-to-face interaction with the offender during any campus conduct hearings. She/ he also has the right to appeal the findings of investigations conducted by the Dean of Student Success' Office. A victim of sexual assault or misconduct has legal recourse outside the university, if she/ he chooses. Campus authorities will assist victims in notifying proper law enforcement authorities, including CWU Public Safety and Police Services and local police. It is the victim's right to decide whether or not to file a complaint. Legal and medical advocacy is freely available through A.S.P.E.N., the local domestic violence/ sexual assault agency.

Disclaimer: all policies and procedures are regularly updated by the Office of the President.



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