

RESOURCE
MANAGEMENT
PROGRAM

GRADUATE STUDENT HANDBOOK
AND SURVIVAL GUIDE

2006

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Acknowledgments: This document was compiled by Gina Bloodworth and Robert Hickey.

Section I: Overview

Mission, Goals

Central Washington University's interdisciplinary program leading to a Master of Science degree in Resource Management offers two potential directions: Cultural Resource Management and Natural Resource Management.

Natural and cultural resources intertwine in several ways. First, natural resource exploitation triggers much of the human activity that creates cultural resources-and current perceptions of cultural resources are modifying management of natural resources. Second, both areas are affected by a common framework of legislation, policy formulation, fiscal management, and national and international systems. Understanding the multiplicity of resource issues is critically important to making defensible decisions at all levels.

In recognition of these interconnections, all students in the program take a common core of coursework, linking cultural and natural resources, as they pursue their more specialized interests. We believe that well prepared resource managers must be capable of understanding problems and opportunities associated with both cultural and natural resources. Program objectives include further qualifying students for middle-level management positions in resource fields, and promoting wiser and more effective management of resources in the future.

Program Description

CWU's Resource Management Program is intended to provide skills in management, policy analysis and formulation, and resource appraisal to students with prior education and experience in resource related fields. Following an interdisciplinary core curriculum, student may choose to emphasize cultural and/or natural resources in their studies. Cultural Resource Management focuses on the management of ethnographic and archaeological sites and materials, historic properties, and archives. Natural Resource Management focuses on the management of land, water, energy, wildlife, and other natural resources. Normally, at least six academic quarters of continuous full-time study will be required for completion of coursework, field experience and research, and thesis writing. The REM Program directly supports Central Washington University's mission "to prepare students for responsible citizenship, responsible stewardship of the earth, and enlightened and productive lives," and "to serve as an intellectual resource to assist central Washington, the state, and the region (Pacific Northwest) in solving human and environmental problems."

<i>Who's in charge?</i>
Associate Vice Provost of Graduate Studies, Research, and Continuing Education: Wayne Quirk Dean of the College of the Sciences (COTS): Meghan Miller
Anthropology Department Chair: Kathleen Barlow Geography Department Chair: Robert Kuhlken Co-Director REM Anthropology: Patrick Lubinski Co-Director REM Geography: Anthony Gabriel
Director, CWU GIS Laboratory: Robert Hickey Director, Center for Spatial Information: Anthony Gabriel
Anthropology Department Secretary: Penelope Anderson Geography Department Secretary: Marilyn Mason
Director of Native American Fellowship Program: Morris Uebelacker and Bob Kuhlken
Graduate Office Admissions: Justine Eason Assistantships: Peggy Hill Graduation: Dawn Anderson Thesis format: Diane Houser Thesis Style approval: Lila Harper

REM Objectives & Outcomes

Students will be introduced to resource management issues in natural, cultural, and economic contexts and the role of the resource manager as an analyst and administrator.

The current status and perceptions of resource management, including the definitions of natural and cultural resources as well as resource management, systems, and conservation will be examined.

Students will learn the historical background of resource management issues and conflicts, including related laws and policies.

Students will use various concepts, methods, and techniques common to resource management to analyze and formulate policy choices from natural, cultural, and economic perspectives.

Students will be able to integrate resource management with an interdisciplinary and holistic focus.

Native American and other cultural perspectives of resource management issues will be examined.

Students will apply integrated resource management to case studies.

REM students will develop critical thinking, research, writing, and presentation skills in a resource management context.

CALENDAR TO COMPLETION

Fall Term Year 1:

- Course of study created and signed
- Enroll: 501 Introduction to Resource Management
- Enroll: ECON 462 Environmental Economics, a prerequisite for REM 522
- Enroll: elective
- Formally explore research interests: read widely, talk to professors
- Begin contacting potential committee members and exploring mutual research interests

Winter Term Year 1:

- Narrow research interests; establish thesis topic (enroll: 506 Colloquium?)
- Enroll in REM 502 Law and Policy
- Enroll in REM 505 Introduction to Graduate Research
- Enroll: elective
- Establish a chair of thesis committee
- Write first draft thesis proposal
- Explore/research potential funding sources, scholarships etc.
- Submit application for Graduate Assistantship to Graduate School (February 15)

Spring Term Year 1:

- Enroll in REM 522 Resource Analysis
- Enroll in REM 506 Colloquium
- Enroll in REM 562 Issues & Conflicts
- Finalize thesis committee
- Have first full committee meeting and defend thesis proposal
- Submit thesis committee and option approval form (TCOAF) to grad school
- Present thesis proposal in 506 Colloquium
- Read widely and compose complete literature review
- Seek outside funding potential for summer and plan field work
- Apply for Master's Research Grant (TCOAF must be complete) and/or Summer Research Grant (does not require TCOAF) by April 15
- Submit information sheet for Annual Progress Review/Graduate Assistant application

Summer Year 1:

- Conduct field work, acquire data, and continue developing thesis
- Footnote to self: this is the **only** unstructured block of time within which to conduct field work and still be prepared to graduate on time.

Fall Term Year 2:

- Enroll in elective course(s) related to your interests
- Enroll in research credits REM 595 or thesis credits REM 700
- Expand thesis proposal and literature review to become thesis chapters
- Analyze your data and begin to organize your thesis
- Are there holes/gaps in your data that require follow up?
- Apply for Master's Research Grant (November 15) if unsuccessful or unprepared previous Spring

Winter Term Year 2:

- Enroll in REM 506 Colloquium in order to stay current with new research
- Footnote to self: give up any hobbies, obsessions or journeys you previously believed you had time to pursue
- Enroll in research / thesis credits if you need to attain full time status (e.g. RA/TA or need credits)
- Continue to write your thesis

Spring Term Year 2:

- Request folder check from Grad School (start of quarter you plan to graduate)
- Check graduation deadlines on Grad School web page
- Enroll in research or thesis credits 595/700 level
- If you are a full-time student, this is a good time to maximize your pre-paid full-time enrolled status and sign up for a PE class to preserve your sanity and physical well-being
- Continue madly writing your thesis
- Submit draft thesis to advisor (must be at least two weeks before draft goes to committee...third week is cutting it close!)
- Apply: thesis research grant if unsuccessful before (April 15)
- Sample format check (Diane) and sample style check (Lila) with the graduate school approval (before you complete an entire draft)
- Completed draft to entire committee by fifth week
- Defense scheduled through the grad office 3 weeks before defense date
- Defend thesis: By end of ninth week.
- Submit revised thesis to graduate school: To graduate in Spring, must submit by end of ninth week; to graduate Summer, by end of exam week.

Crucial notes:

1. **This is a suggested template, NOT a rule.** Use this as a sample model of what you need to consider to graduate in 2 years. Each student is unique, and should apply flexibility according to unique circumstances, goals, and needs as appropriate.
2. If you have a TA/RA, then you must be enrolled in 10 credit hours each term. If you have different financial needs, then full time enrollment may not be a priority for you.

3. Econ 462, REM 501, 502, 505, 522 and 562 are all only offered ONE TIME per year, so if you do not enroll in them, you will not have another chance to do so until your second year.
4. Dates obviously will change from year to year, so be pro-active and find out for yourself what your own deadlines are, and how you intend to meet them.

If things do not go as planned, further options.....

Fall Year 3:

- Look on graduate school web page for dates that you can defend your thesis and graduate
- Remember that you must be enrolled in at least 2 credits **during** the term that you defend.

SECTION II: DETAILED OVERVIEW

Introduction

This manual has been prepared to address and outline aspects of the REM graduate program. The manual provides information on coursework, both required and electives; resources available to students, including labs and potential funding sources; methods for choosing a thesis and the appropriate faculty; and information regarding university requirements. All students enrolled in master's degree programs in REM are required to complete a thesis. The Office of the Associate Vice President of Graduate Studies provides a packet of materials that describes university guidelines, including deadlines, required formats, and necessary forms. Web-links and PDF versions are available for most of these forms; see the Graduate Studies web page (<http://www.cwu.edu/~masters/>). REM program expectations of a thesis are compiled in the document "What is a Thesis" in [Appendix A](#).

Curriculum

The REM graduate curriculum introduces students to regional, ecological, socio-cultural, and economic systems that include natural and cultural resource management. At least six academic quarters of continuous full-time study will be required for completion of course work, field experience and research, and thesis writing. Core courses examine natural and cultural

resource issues and how they are affected by ecological systems, management practices, political change and economic development. Required economics coursework reviews the advantages and disadvantages of market, command, and mixed economies in terms of human welfare and impacts on environmental equality. Elective courses in several fields can be chosen to explore important concepts or to fill knowledge gaps. When choosing electives, choose those classes that reflect your interests and are related to your thesis research topic. Note that your electives should be chosen in consultation with your advisor, who must approve and sign your course of study form.

Graduate credit is given for courses numbered 500 and above; courses numbered at the 400 level may be accepted for credit toward a graduate degree provided that they are approved as part of the student's course of study. Courses numbered at the 300 level (or lower) will not be accepted for credit toward a graduate degree.

A maximum of nine (9) quarter hours of credit may be applied to the master's degree from other accredited institutions which offer graduate degrees, provided that the credits are approved as part of the official course of study and did not apply to another degree. For example, if you took a graduate-level course as an undergraduate, you may not count that course as meeting the requirement of the master's degree if that course also was used to meet the content or credit requirements of the baccalaureate degree. The general rule is that you cannot count the same course for two different degrees.

No credits earned more than six (6) years before the date of the awarding of the master's degree may be counted as part of the degree credit requirement unless approved by the Associate Vice President for Graduate Studies, Research, and Continuing Education.

Required Courses

The REM Master's degree requires a minimum of 60 credits, by advisement, in the following categories:

Core Courses: 27 credits

- REM 501, Introduction to Resource Management (4 credits)
- REM 502, Policy and Law in Resource Management (5 credits)
- REM 505, Introduction to Graduate Research (3 credits)
- REM 506, Resource Management Colloquium (1 credit; must be taken twice for 2 credits. Take once as listener and once as presenter)
- REM 522, Resource Analysis (5 credits)
- REM 562, Issues and Conflicts in Resource Management (3 credits)
- ECON 462, Economics of Energy, Resources, and Environment (5 credits)

Seminars/Electives in Cultural or Natural Resource Management, and other supporting courses: 22-28 credits.

Internship or Field Experience: 6-12 credits are available, but this is not required

Thesis (REM 700): 6 credits

Elective Courses

REM Electives:

- REM 515. GIS in Resource Management (3 credits)
- REM 540. Ecology and Culture (4 credits)
- REM 590. Internship (1-10 credits)
- REM 593. Field Experience (1-8 credits)
- REM 595. Graduate Research (1-10 credits)

Other courses available as electives at the graduate level may include the following:

- ANTH 412. Long Term Primate Studies (4 credits)
- ANTH 414. Forensic Anthropology: Cold Case Analysis (6 credits)
- ANTH 415. Forensic Anthropology: Theoretical and Applied Issues (4 credits)
- ANTH 416. Pongid Behavior (4 credits)
- ANTH 418. Primate Evolution (4 credits)
- ANTH 421. Archaeological Theory (4 credits)
- ANTH 425. Zooarchaeology (4 credits)
- ANTH 442. Comparative Ethnology (4 credits)
- ANTH 444. Ethnographic Field Methods (4 credits)
- ANTH 451. History and Theory of Anthropology (4 credits)
- ANTH 480. Survey of Linguistics (4 credits)
- ANTH 483. Sociolinguistics (4 credits)
- ANTH 485. Method and Theory in Biological Anthropology (1-8 credits)
- ANTH 486. Advanced Methods in Archaeology (1-8 credits)
- ANTH 487. Field Linguistics (1-8 credits)
- ANTH 488. Advanced Research in Cultural Anthropology (1-8 credits)
- ANTH 490. Cooperative Education (1-12 credits)
- ANTH 492. Anthropological Teaching Experience (1-2 credits)
- ANTH 493. Anthropological Field Experience (1-8 credits)
- ANTH 495. Advanced Methods in Archaeology (1-8 credits)
- ANTH 496. Individual Study (1-6 credits)
- ANTH 499. Seminar (1-5 credits)
- ANTH 521. Cultural Resources Management (4 credits)
- ANTH 522. Historic Preservation (4 credits)
- ANTH 596. Individual Study (1-6 credits)

- BIOL 420. Environmental Microbiology (5 credits)
- BIOL 444. Algology (5 credits)
- BIOL 450. Ichthyology (4 credits)
- BIOL 451. Herpetology (4 credits)
- BIOL 452. Ornithology (4 credits)
- BIOL 453. Mammalogy (5 credits)
- BIOL 461. Community Ecology (3 credits)
- BIOL 462. Wildlife and Fisheries Ecology (5 credits)
- BIOL 463. Limnology (5 credits)
- BIOL 464. Terrestrial Plant Ecology (5 credits)
- BIOL 465. Biology of Animal Behavior (4 credits)
- BIOL 466/566. Conservation Biology (5 credits)
- BIOL 552. Aquatic Entomology (5 credits)
- ECON 412. International Economic Development (5 credits)
- ECON 452. Managerial Economics (5 credits)
- ECON 462. Economics of Energy, Resources, and Environment (5 credits)
- GEOG 403. Introductory Cartography and GIS (5 credits)
- GEOG 404. Intermediate GIS (4 credits)
- GEOG 405. Advanced Topics in Land Use Planning (3 credits)
- GEOG 409. Quantitative Methods (4 credits)
- GEOG 410. Air Photo Interpretation (4 credits)
- GEOG 413. Computer Cartography (4 credits)
- GEOG 417. Advanced GIS (4 credits)
- GEOG 422. Geography of Food and Agriculture (5 credits)
- GEOG 425. Field Methods (5 credits)
- GEOG 430. Remote Sensing (5 credits)
- GEOG 433. Mineral Resources (4 credits)
- GEOG 443. Energy Policy (5 credits)
- GEOG 445. Natural Resource Policy (4 credits)
- GEOG 447. Problems in Resource Allocation (4 credits)
- GEOG 448. Resource and Environmental Analysis (5 credits)
- GEOG 450. Geography of Arid Lands (4 credits)
- GEOG 451. Mountain Environments (4 credits)
- GEOG 452. Coastal Environments (4 credits)
- GEOG 453. Wetlands Analysis (4 credits)
- GEOG 461. Soils (5 credits)
- GEOG 473. Watershed Analysis and Planning (4 credits)
- GEOG 481. Urban Geography (5 credits)
- GEOG 482. Hydrology (5 credits)
- GEOG 492. Applied GIS project (2-6 credits)
- GEOG 546. Water Resource Development (3 credits)
- GEOG 596. Individual Study (1-6 credits)

Or other curriculum electives agreed upon by your committee/advisor

Thesis Paperwork and Institutional Review

Before beginning a major effort on the thesis, students, with the endorsement of their graduate committee, must submit four (4) copies of the "Graduate Committee and Option Approval Form" available in the Office of Graduate Studies and Research or on the Graduate Studies website. The final title of the completed thesis or project must agree with the Option Approval Form. If the student and committee modify the title, the student must submit a revised form.

Federal law requires that the appropriate campus institutional review board approve many types of research using human subjects or animals before the research takes place. Students who are using a questionnaire or who are conducting any research involving human subjects must receive clearance through the Human Subjects Review Committee (HSRC). Guidelines and forms may be obtained from the Human Subjects Review Program website. Students using animals for experimental and/or fieldwork need to consult with the Institutional Animal Care and Use Committee (IACUC), and can obtain the forms for filing a research protocol from their website. Failure to comply with this requirement will result in the student not being able to advance to candidacy and may delay the awarding of the degree.

Thesis

The academic quality and correct format of the written presentation is the responsibility of the student and his or her committee. The final draft must be submitted to each member of the student's graduate committee for correction and approval. This draft should give a clear indication of the format and reference style to be followed in the final copy. In signing the final document, each committee member is certifying that the thesis or project is of acceptable quality, both academically and stylistically.

Students should use one of the style manuals listed below with the understanding that style must be stated on the option approval form. The following is a list of suggested manuals:

- *The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers* (CM). 15th Edition, Chicago: U of Chicago P, 2003.
- Council of Biology Editors, *Scientific Style and Format: The CBE Style Manual for Authors, Editors, and Publishers*, 6th Edition, 1994.
- Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, 6th Edition, 2003.
- *Publication Manual of the American Psychological Association*, 5th Edition (APA), 2001.
- Kate L. Turabian, *a Manual for Writers of Term Papers, Theses, and Dissertations*, 6th Edition, 1996.
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It is worth noting that these style manuals apply to everything – not just documentation. For example, if page 217 of the style manual you're using requires table headings to be in a particular format, your thesis **MUST** follow that format. The documentation will apply to everything you do – only graduate school guidelines (e.g., – pagination) take precedence over

the style manual. Thus, assume the manual is your bible – and that you’re a very religious and literal person.

(Note: an excellent reference book for grammar and usage is *Simon & Schuster Handbook for Writers* by Lynn Troyka.)

SECTION III: FACILITIES AND RESOURCES

Writing Center

The University Writing Center provides tutoring assistance to CWU students who would like help with composition. Faculty consultants and Teaching Assistants are trained to address both immediate concerns and deep-seated deficiencies. Their staff is available to supplement the skills of students who visit the Center, and their aim is to help students hand in better papers. In the end, however, competent writers produce worthwhile products; therefore, their staff emphasizes student development as writers rather than the perfection of a given composition, at least it is supposed to work that way. Prior to handing your final thesis in to the graduate school, it is highly recommended that you make an appointment and take a copy to the writing center – they will take a look at your thesis and help you fix any minor errors that might cause problems. Major problems and serious proofreading are the student’s problem. An incredibly useful but underutilized tool in this pursuit is your fellow students. It is highly recommended that students organize their own reading groups in which drafts are circulated among cohorts of students for comments, and editing feedback.

REM Facilities and Equipment

Facilities and equipment for the REM program are housed in the departments of Anthropology and Geography. Currently available from the Geography department are a GIS (Geographic Information Systems) computer laboratory, small physical geography laboratory, graduate assistant offices, and an extensive map and air photo collection. The GIS lab is a 21-seat computer lab, with an adjacent overflow laboratory housing an additional 7 work stations, located centrally on the first floor of Lind Hall. The physical geography laboratory includes a small analysis space and a small storage room. Currently available from the Anthropology Department are several archaeology laboratories (zooarchaeology, geoarchaeology, and artifact analysis labs), the Anthropology Museum, reading room, MacIntosh computer laboratory, and limited student work spaces.

Equipment available in the program includes:

Field surveying equipment: 20 Garmin Etrex GPS units, 5 Trimble GPS units, 2 total station theodolites, 5 laser rangefinders, slope-a-scopes, Brunton pocket transits with tripods, Silva Ranger compasses, level and tripod, altimeters, range poles, reel tapes, pin flags, and optical surveying equipment.

Field excavation equipment: air pump tank, portable garages (for shade), construction tool box, spades, square shovels, trowels, shaker screens, wheelbarrows, scoops, grid nails, tape measures, folding rules, etc.

Hydrology equipment: 3 research boats and trailers, 6 flow meters, 2 turbidity meters, 3 DO (dissolved oxygen) meters, 1 conductivity meter, 1 water quality monitoring kit, 2 Secchi disks, 2 dry suits, 3 aquascopes, sediment sampler tube, Imhof cone, dredges (Ponar, Peterson, and Ekman), pH meters, thermographs, light extinction meter, waders.

Climatology and biogeography equipment: thermometers, max-min thermometers, sling psychrometers, wind meters, increment borers, DBH tapes.

Air photo and GIS laboratory equipment: 40 pocket stereoscopes, 10 mirror stereoscopes, 28 computers, large format HP color plotter, laser printer, color laser printer, 2 desktop scanners, 2 large format digitizers.

Soil and sediment laboratory equipment: pocket penetrometer, soil sampling kit, bucket augers and extensions, geological sieves, roto-tap sieve shaker, large settling tubes, 3 triple beam balances, 1 soil drying oven, and other glassware.

Archaeology laboratory equipment: optical microscopes, digital calipers, small capacity digital scales for weighing, magnifier lights, lamps, shop vacuum, 2 fume hoods, chest freezer, 3 computers, laser printer, storage cabinets and shelves.

Library

The CWU Library (<http://www.lib.cwu.edu/>) provides many resources including databases, online journals, government documents, and much more. (One of the services available through the library's web page is the Turnitin.com plagiarism detection tool. CWU faculty may login and use it to check for plagiarism in student papers, so please remember to fully cite your sources and your own phrasing whenever you are not quoting.)

University Archives:

The Archives Department at Central Washington University was established in 2004 to act as the repository for official and unofficial records that document the history of the university. The Archives, located on the 4th Floor of Brooks Library, serves as the institutional memory of the university and as custodian of the university's historic legacy. The primary objective of the Archives is to appraise, collect, organize, describe, preserve,

and make available university records and related materials of permanent historical value. The Archives also aims to support research, teaching, and public awareness of the rich heritage of Central Washington University.

The Washington State Archives, Central Regional Branch (which serves Benton, Chelan, Douglas, Franklin, Grant, Kittitas, Klickitat, Okanogan, and Yakima counties) and contains land use and property records (patents, deeds, mortgages, tax assessments and rolls for both real and personal property, timber cruise ledgers, mining claim records, plat books, and water rights records) is not part of the CWU Library. The Central Regional Branch is located in the Bledsoe-Washington Archives Building at 14th and D Streets and at <http://www.cwu.edu/~archives>

Databases:

The CWU Library has access to more than 80 subscription databases (some are accessible only to on-campus or registered off-campus users) covering periodical articles, online journals collections, financial and statistical databases, government documents. Many of these are available as full-text. Many of the databases have advanced search features and often both digital and paper copies are available.

Documents:

The Documents collection consists of U.S., international, state, and local/regional documents. It is located on the Third Floor of the Brooks Library. Assistance with locating and using the materials is available at the Documents Reference Desk.

Journals:

The CWU Library has digital access to over 13,000 journals, magazines, and newspapers. Many of these include the ability to browse by subject, keyword and other metadata. We also have physical copies of over 2,000 journals and periodicals – some dating back to the 1800's.

Maps:

The Maps Library contains approximately 90,000 maps of many geographic and subject areas: topographic maps for all 50 states; Forest Service, National Parks, & Recreational maps; geologic, hydrologic & other USGS series maps; as well as soil & land use maps; aerial photos, satellite images; and more. It is located on the Third Floor, adjacent to the Documents Desk.

Media:

Library-Media Circulation (LMC) is located on the First Floor of the Brooks Library. They maintain and circulate VHS video, DVD video, and 16MM film collections held by the library. LMC also has space available for viewing items from these collections. (This collection includes material that you may have a non-scholarly interest in, and there are no rental fees.)

Special Collections

The Special Collections unit was re-established in the spring of 2005 to serve the needs of its patrons by acquiring and providing access to information about the cultural history of central Washington. Manuscript materials, oral histories and other significantly unique items which support the curriculum of the Central Washington University are also acquired and made available for use.

Reference:

Got a question? Ask a Librarian. Reference librarians are available to help you with your research. If you have follow-up questions, another question, or want more help with your initial question: Ask Again. Librarians, particularly Reference Librarians, love to help you find information.

Circulation:

The Circulation Department offers a wide variety of services including but not limited to: the check out of library materials; access to Course Reserves; renewals of materials and fines for overdue materials; and the check out and return of materials requested via the Summit Service. Circulation Department staff can also assist you with any problems you may have with your student library account. You may view your library account, create a PIN, renew materials online, check for overdue items, and check on the status of Summit requests by using your library account. Circulation staff can help you if you have questions about your library account.

Course Reserves can be searched by Course Name/Number, or by Professor, Lecturer, or Instructor Name. Course Reserve materials may be checked out from the Circulation Desk for a 2 hour loan period.

Computer Labs:

A computer lab, one of several on campus, is available on the first floor near the Reference Desk. Additional log-in computers are available in Serials on the Second floor. Laptops are available at Media Circulation for checkout and use in the Library for up to two (2) hours by currently enrolled CWU students only.

Finding Washington State Government Information

The CWU Library has been an official depository for U.S. government publications since 1962, and a depository for Washington State government publications since 1955. Most of the U.S. and Washington documents in the library's collection can be located using Cattrax.

Call numbers for publications in the government documents collection arrange materials by the publishing agency (not by subject). United States document call numbers are referred to as SuDoc Numbers and the first letter, or letters, stand(s) for the department responsible for the publication. Washington State call numbers begin with WA, followed by letters indicating the publishing agency. Most of the WA collection is on the 3rd floor in room 301A (the 'Map Room'). Assistance with locating materials in the Washington collection is available at the documents reference desk nearby.

Online Resources include, but are not limited to, Access Washington (the official site for Washington State government information, including agencies, current legislation and links to additional resources); Find-It Washington (a government information locator service for Washington state); Law and Legislation; Consumer Protection; Salmon Recovery Home Page; the Revised Code of Washington (RCW – the Current edition, in full-text, of the laws of Washington State, Tables and revisions are included); Washington Administrative Code (WAC – the latest version, full-text, of Washington State agency regulations); Search Pages for RCW, WAC, Register and/or Current Bills; the Washington State Constitution; Washington State Courts; Washington State Legislature; links to budget and policy, boards and commissions, executive orders, tribal information, text of treaties, economic development information, and more; Washington State University Cooperative Extension (including some full text sites for gardening and agricultural publications); State, Regional, County, and City government sites; City and County Codes (full text laws of selected cities and counties); and the Washington State Archives, as well as job descriptions and salary scales for Washington State employees; a telephone directory for Washington State Government; and information on Traffic and Travel Conditions through the Washington State Department of Transportation (including links to traffic cameras, road construction, weather, public transit, air and rail travel, ferries, bicycling, trucking, tourism and parks.

Finding What You Want:

The Library Catalog – Catrax – includes records of nearly 800,000 items physically contained within the Brooks Library. This includes all of the books, government documents, periodicals, maps and other materials owned by the Library. Catrax also provides links to the full text of 13,000 online journals.

The Summit Catalog allows you to access the catalogs of over 30 universities and colleges in Oregon and Washington, a combined total of over 24 million books, sound recordings, films, and video tapes. If you do not find what you need in the Brooks Library catalog, repeat your search in Summit and then request the item online. (You will need to create a ‘Library PIN’ at <https://library.cwu.edu/patroninfo> in order to request an item through Summit. If later forget your Library PIN the people at the Circulation Desk can help you.) Items ordered through Summit can be picked up at the Circulation Desk at Brooks Library. Summit materials can be checked out for 21 days, with one (1) renewal.

If you do not find what you need in the CWU Library or through Summit you can search other library catalogs through <http://www.lib.cwu.edu/research/otherlibs.html> – and then request a copy through Inter-Library Loan:

The Central Washington University Interlibrary Loan (ILL) and Resource Retrieval service is available for all students, faculty, staff, and cardholding patrons to request monographs, microforms, and photocopies of journal articles from other institutions. This service is offered to enhance scholarship, research, and supplement library holdings. Here are the guidelines for making an interlibrary loan:

- 1.) Be sure that the CWU library does not carry the material in any format; check CATTRAX for items held on microfilm, microfiche, or micro-card in Government Documents, and in the main stacks. Be sure to check the full-text databases to which the CWU Library subscribes. Also be sure to search the CWU Library's Full Text Online Journals List to see if we have the periodical available via the Web. (You also might be able to find a copy of the article through Google Scholar or by visiting the author's website.)
- 2.) Check to see if a copy is available through the Summit catalog.
- 3.) Please provide an accurate and complete citation, with no abbreviations. Please print legibly on the printed forms, or use the electronic ILL form. (See the Library webpage: <http://www.lib.cwu.edu/>)

Requests can be made online by going to the ILL home page; or you can submit a paper form at the Inter Library Loan desk in room 255 of the library. If you need assistance with any of these methods, please contact the ILL office. ILL does not accept requests over the telephone, since the information is often lengthy and of a specialized nature.

Rush service is available for a \$10.00 fee per individual request. The Rush request receives higher priority for processing by CWU ILL staff, but does not guarantee such priority service from the lending library. Rush service is best for photocopy or PDF requests, as returnable items necessitate physical travel time.

And remember – when all else fails, or long before then – ask a Librarian! If you have follow-up questions, another question, or want more help with your initial question: Ask Again! Librarians, particularly Reference Librarians, love to help you find information. Make them happy, ask questions!

CWU Scholarships and Free Money

The Resource Management program offers a number of ways for students to work their way through their master's degree. These include but should not be limited to the following:

- Graduate Assistantships in affiliated academic departments (at present, Geography and Anthropology). There are typically 14-17 of these offered each year; they include a tuition waiver, as well as monthly stipend
- Native American fellowships supported by agency grants (see next section).
- Grant and project work with the professor that obtained the funding. These often come with tuition waivers.
- Braden-Dodd Fellowship
- Internship positions with local, state and federal agencies, and Native American Tribes
- CWU Graduate Student Summer Research Grants, for \$2500 stipend over the summer (competitive applications due April 15)
- CWU Master's Research Grants, for up to \$700 to defray research expenses (competitive applications due either April 15 or November 15)

Native American Fellowship Program

The Native American Graduate Fellowship program began with three participants in September of 1994, and since that time, at least five students have been enrolled every year in the CWU Graduate School. The purpose of this innovative program is to advance the educational level and qualifications of Native American students so they might contribute to the better management of their own tribal lands and resources, as well as planetary resources in general. Fellowships are funded by the U.S. Bureau of Reclamation.

Extramural Funding

While money within the university is a less competitive venue for funding your research and field activities, there is also money to compete for outside the university system that can help you in your endeavors. It is important to remember that applying for grants is extremely useful as a process even if you don't get any money as it forces you to clarify your own ideas, procedures and goals, and then articulate them in writing. The only way you can put together a credible proposal for an agency outsider to read is by organizing your own thoughts, exploring the literature surrounding your topic and reasoning through the methods by which you will accomplish your proposed research.

As a rule of thumb, one can expect perhaps a twenty percent return rate on grant applications, so don't be shy about sending them out...all you have to lose is the labor required in putting the application together and the stamp. Consider also that CWU as a location may provide you, the applicant, with unique advantages. Many national grants are divided into stacks and pools based on level of education (i.e. your application would only be compared to other Master's students applications) geographic distribution (some money is distributed with X amount given to each state so you are merely competing with applicants in WA) or some other variant such as size of university, rural versus urban location, underrepresented demographic groups (women, first generation college students, ethnic diversity, etc.) all of which may favor an applicant from CWU.

Once you start on this process, find a mentor within either the REM faculty or the university who can help guide you through the mind-numbing bureaucracy often associated with grant money. Also be sure to follow the instructions **TO THE LETTER**, as the first culling of applications comes from simple infractions such as not receiving the application on time, not using the correct structure or format, not including a stamped return envelope, not addressing the application to the correct internal address and so forth. Consult the Graduate Research Office for more grant options, but listed below is a representative sample to start you thinking.

- Association for Washington Archaeology Student Research Grant: annual grant of up to \$500 awarded for research expenses related to archaeology in or pertinent to Washington state. Open deadline. Membership required. See <http://www.cwu.edu/~mccutcp/archaeology/education.html>

- Budweiser Conservation Scholarship: annual scholarship of up to \$10,000 each awarded to cover student expenses for tuition, fees, books, room and board and other direct expenses related to their studies. This scholarship is sponsored by Anheuser-Busch and the National Fish and Wildlife Foundation, supporting innovative research or study that seeks to respond to challenges in fish, wildlife and plant conservation. Applications due about January 15. See <http://www.nfwf.org/programs/budscholarship/>
- Evolving Earth Grant: annual student grant of up to \$3000 to support research in the earth sciences (e.g., paleontology, paleoenvironments, geomorphology), application due about March 1. See <http://www.evolvingearth.org/evolvingearthgrants/grantsmain.htm>
- Mazamas Research Grants: funding for research contributing to conservation of mountain environments includes two annual grants: a Graduate Student Grant (up to \$1500, application due about February 1) and Standard Research Grant (up to \$3500, due about January 25). See <http://www.mazamas.org/your/adventure/starts-here/C192/>
- Northwest Scientific Association: annual Student Research Grant of up to \$1500 for research in regional topics involving anthropology, aquatic biology, botany, mathematics, computer applications, forestry, geology, geography, soils, wildlife biology and zoology. Applications due about January 1. See http://www.vetmed.wsu.edu/org_NWS/NWSci_Home.htm

SECTION IV: CHOOSING A THESIS

Faculty

Each thesis is supervised by a committee consisting of three members of the graduate faculty. The chair and at least one other member of the committee must be members of the REM graduate faculty. Other members may join the committee from CWU academic departments or from outside CWU. Often REM thesis projects may benefit from outside participation on thesis committees. All on campus and "outside" committee members must be approved as either Regular, Associate, or Special members of the CWU graduate faculty, and the Graduate School. See [Appendix B](#) for a detailed understanding of who the REM faculty are and what their areas of expertise are with respect to your own academic interests.

Choosing Your Committee

First, determine which members of the faculty have interests that are similar to yours and approach them to discuss possible collaboration. It is not necessary to have a firm plan when you initiate this discussion, and no commitment is assumed until mutually agreed upon. Upon admission to the program, each student is matched with a temporary advisor. While this advisor is chosen with care, students' interests evolve once they attend classes, and some personalities function well together even though established research interests would not at first suggest such a match. Thus, the person that you are at first assigned is not necessarily the one that must become

your permanent major advisor. You should carefully select your advisor based on many factors such as mutual research interests, mutual working affinity, the number of students the advisor must shepherd, accessibility etc. Each student is responsible for establishing a thesis committee, although all such agreements must be approved by the REM Director(s) and the Graduate Office. A good rule of thumb is to select a committee chair whose interests are appropriate to the topic you wish to pursue. Then, work with the chair to select the other members of the committee. Generally, it is in your best interest to establish the chair of your committee during the winter quarter your first year in the REM Program.

When shopping for an advisor, it is highly recommended that students first seek out current students working under a potential advisor in order to get more information about what the collaboration process might entail. To give you a starting point from which to consider who to work with, consult the list of current REM graduate students and their advisors at <http://www.cwu.edu/~geograph/rem.html>, or individual faculty for more current information.

Committee/Student Roles and Responsibilities

1. During the first full committee meeting (likely the proposal stage) the student and committee should outline a list of specific goals/tasks/expectations for the student and the project. If this is not done, then close and continual interaction with all members of the committee and the student are the responsibility of the student to maintain. The approved thesis proposal is considered a contract between the student and committee as to how research will progress, and in what manner. Once the proposal is approved, this sets the tone of the research and provides a document for referral. It is not reasonable for a student to propose research on a specific topic using specific methods, and then diverge from that proposal in any major way. Nor is it reasonable for a committee member to approve a proposal for research, and then demand major changes in the thesis after the work has been completed—if the student followed the research agenda outlined in the proposal.

Note: if there is a lack of communication between parties during the progression of the thesis, this will inevitably create more and often needless work/anxiety/redundancy on the part of the student. In the worst case scenario, the student meets with the committee, does not establish a clear plan of action, lines of communication fail, the student gathers data, then writes entire chapters—only to discover that (s)he is on the wrong track! Don't let this happen to you. It takes an immense amount of effort to write a thesis chapter; the last thing you want is to invest wasted labor in the wrong direction.

2. It is the responsibility of the student to stay on track with the timing and completion of thesis research, enrollment, paperwork, etc. However, the committee members do know the system better, and it is the role of the committee chair to provide as much guidance as is reasonable for the students (s)he advises. Do not count on your advisor to have the time to remind you to turn in paperwork, enroll, or keep track of your pace towards graduation. You will almost always have to chase down your advisor to sign forms, write letters of recommendation, etc. Do expect your advisor to inform you if opportunities for funding appear,

to help you network with others who may assist you in your research, and to help promote you/your work whenever possible.

3. It is the role of the advisor to serve as a sounding board for the student as the thesis progresses. In an ideal universe, the advisor will read drafts of each thesis chapter individually, provide corrections/revision comments, and then read the complete draft before that draft is circulated to the entire committee. It is the responsibility of the student to utilize the specific skills of each committee member for individual comments on draft chapters or chapter sections related to the specialty of that committee member, in order to decrease the number of revisions later. This part of the process in graduate school is also one of the most individualized and personal interactions. Everyone has his or her own style and will have a process that they adhere to, which may or may not conform to your own style. While it is important to find a mentor who is an expert in the academic area you intend to pursue, it is perhaps equally important to shop for a good match in terms of a working relationship and clarity of communication. Here only experience and asking good questions can help you navigate your way through, as there are no clear sign posts.

4. It is the role of the committee in total, and the chair especially, to guide students to the completion of work towards a defensible thesis. Thus, no student should be allowed to defend a thesis until that student will assuredly pass the defense. This should be a formality--as all members of the committee have had a chance to read the thesis and request changes at least two weeks prior to the defense. It is the responsibility of the student to circulate a complete draft of the thesis, seek recommendations for revisions, corrections and incomplete sections BEFORE meeting for the defense of said thesis. It is the responsibility of the student to seek advice, and consult any or all committee members during any part of the thesis in progress. If this is not done, the risk exists of students arriving for the defense, only to discover that the thesis needs MAJOR revisions in the short weeks before submission to the graduate school. To avoid this ulcer-producing activity, the student and committee members should remain in regular contact/communication as the thesis draft nears the finish line. Major changes are increasingly difficult to implement as the thesis approaches completion; if every party pays attention, keeps in contact, and reads carefully, major changes should only occur early in the research process.

SECTION V: THE RESEARCH PROPOSAL

Preliminary thesis proposals are developed during the REM core course Graduate Research (REM505) taken during winter quarter of the first year. However, students are expected to explore thesis projects and possible advisors during the fall quarter. Research credit can be completed as part of a number of different courses (REM593, ANTH596, GEOG596, REM595). A completed thesis option approval form is required to obtain REM700 credits.

The thesis idea, however generated, is refined via interaction with the committee chair and informally with others when possible. A rough draft of the proposal is generated.

Subsequent drafts are created as the student interacts with his or her chair until the chair decides that the product is sufficiently well advanced to be sent to other committee members for their input. Members' comments are integrated into the draft proposal, and when the chair is satisfied, the new draft is then resubmitted to the committee. The process continues until the chair and the committee agrees that the draft is ready for a proposal meeting. Note that faculty members differ in the type of proposal they favor: some prefer short introductions; some prefer an introduction approximating the final thesis introduction. The proposal style is determined by the chair. In scheduling a proposal meeting, notice should be given to all committee members at least one week prior to the meeting. The proposal meeting is considered a helping or working meeting and as a final check on the design, data gathering procedures, compliance with ethical guidelines, etc. The committee may decide to implement changes in the proposed thesis or simply to approve the proposal as it stands. Following the proposal meeting, signed thesis option forms are to be submitted for signatures and forwarded to the Graduate Office. Remember, theses involving human or animal subjects also require a completed and approved clearance form.

The preparation of a well organized research proposal is critical to the overall process of the Master's research project. The research proposal helps determine whether a proposed research project is feasible in terms of time and personal resources.

The thesis research proposal is in many ways directly analogous to a proposal for funded research. The student, or person writing the proposal, must demonstrate that he or she has an adequate grasp of the project objectives and a clear understanding of what would be done with the funds if they were made available. The research proposal also permits greater efficiency in the use of one's own time once a project has been chosen.

Suggestions for development of the proposal are given below, with six key areas to be addressed in the completed document:

1. Specification of a Question Purpose or problem
2. Problem Background and Literature Review
3. Study Area
4. Research Plan/Methods
5. Listing of Resource Materials and Bibliography
6. Expected Results/Implications/Significance/Context

1. Specification of a Question or Purpose or Problem

It is here that one defines the subject of the research to be undertaken. It is not necessarily a virtue to be able to define the subject so precisely that the remainder of the research project becomes mechanical; for if the subject is too narrowly defined the possibility of encountering an insuperable barrier is increased substantially. Rather, one might specify here the topics which the background discussion has shown to be interesting; and one might elaborate further on the approach which will be taken to study the chosen subject. This section, therefore, consists of not only the statement of principal question(s), but also the approach which one intends to use to learn the answer to the questions posed, to develop the material to test the question(s).

2. Problem Background and Literature Review

No research is undertaken in a vacuum. One becomes interested in a particular project on the basis of questions raised by personal experience, by the writing of another; by suggestions which arise in reading apparently unrelated topics but which suggest solutions to problems in which one is interested. The background discussion forces one to assess the context within which the research topic has arisen. It might consist of a set of broad questions within which the topic of specific interest lies. It must consist of a significant review of research done by others on similar or related topics. It might, in fact, provide all the information which one normally includes in the introduction of a report in order to demonstrate to a reader that the topic to be addressed in the body of the report is of sufficient interest to justify continuing beyond the introduction.

3. Study Area

A clear description is needed of the study site you intend to use, its unique location, history, attributes etc. Also this is the point at which you usually clarify why this location is better suited than others, or why you have chosen your study site instead of another. Often location is so important that this section blends nicely with the previous section in defining why the study is significant, and what one hopes to gain from the study.

4. Research Plan/ Methods

This plan should consist of a careful, step-by-step discussion of the various tasks which need to be undertaken in order to conduct the analysis specified in the hypothesis and it often benefits from the preparation of a flow chart. This portion of the research design gains much from precision. The more careful, the more detailed, the more precise the listing of tasks, the more likely one will find the most efficient way to organize them in order to avoid backtracking and to take advantage of shortcuts. Typically, methods should be justified using existing literature.

5. Listing of Resource Materials and Bibliography

As noted, the discussion of the research subject and design involves the research context. Hence, the bibliography cannot be a mere list of relevant works, but must indicate your grasp of the issue. The preliminary determination of the feasibility of a research project must include some consideration of whether the minimum resources are available, as well as time and cost limitations. These may consist of little more than a set of books or articles which one intends to survey. But they often include sources of data, opportunity for field work such as interviews, technical assistance in statistical work or computer programming, availability of necessary equipment, or the likelihood of obtaining needed research assistance. It is important to convey the proposed research's similarity with or difference from other background literature and closely related research (e.g., is the proposed research a replication or modification of prior research).

6. Expected Results/ Implications/ Significance

After searching the available literature, defining a problem, question or issue to be addressed, deciding upon a study site, and then exploring appropriate methods by which to research the question or problem you have outlined, the final task of the proposal is to anticipate what might come of your investigation. What results are expected? How does your work add to the existing body of knowledge on the subject? What are the implications of what you might discover? This is just as important as finding a good research question to pursue, and should bring you and the reader full circle, back to the original point of why the study will be of value.

Crucial Note:

This is only a template, and certainly not the only way to go about writing a thesis proposal. Some sections may arrive in a different order, or two sections may morph into one larger section depending on the sort of study one undertakes. It should also be noted that the specifics of your proposal will be hammered out within your committee and usually spearheaded by the chair of your committee, but this is a good starting point. It will help you clarify for yourself whether you have considered everything in your proposal if you know what to look for in the finished project of a thesis. To this end, please examine [Appendix D](#) as a guide to evaluating your thesis proposal.

SECTION VI: THESIS ORGANIZATION

The following sequence is a general idea of what must be followed when submitting thesis copies to the Office of Graduate Studies and Research for final approval and binding. Find the document “Thesis & non-thesis project report general regulations” to consult for further detail.

1. Blank Page
2. Title Page
3. Approval Page
4. Abstract
5. Acknowledgments (optional)
6. Table of Contents
7. List of Tables (optional)
8. List of Figures (optional)
9. Main Body of Thesis
10. References
11. Appendixes (optional)
12. Blank Page

Use this ONLY as a guideline, as graduate school requirements are subject to change. You should look on the graduate school webpage as you near your writing stage to see what the most up to date requirements are at that time. You will be held to the current standards at the time of submission, so keep checking for updates as you progress.

Manuscript Preparation

The following section of Section VI describes specific style, word processing, uniformity of type, margins and pagination, figures and tables, references, paper guidelines, and the final document as described in the Central Washington University thesis regulations.

Word Processing

Texts generated by word processors or computer word processing must meet the following standards. Left justify your work. A laser printer or high quality inkjet should be used to produce a quality print, 10 or 12 point, which will reproduce well. Inkjet printers should not be used. Dot matrix printers are not acceptable because they do not produce a quality text. If the student is not sure that the quality of print meets graduate school standards, he or she may bring a sample page to the Office of Graduate Studies and Research for inspection.

References

References cited in the text must appear in the reference list; conversely, each entry in the reference list must be cited in the text. Although APA makes an exception in regard to personal communication, allowing them to be cited in the text without listing them in the reference list, our recommendation is to include all textual sources, personal communications as well, in the reference list.

Defense

A draft copy of the thesis must be circulated to each committee member for comments, editing, and approval BEFORE the final copy is prepared for the defense. All committee members must have had an opportunity to review this draft copy of the thesis, i.e., no committee member should receive, as his or her first copy for review, what the student regards to be the "final" copy. At least two weeks in advance of the defense, every member of the thesis committee must be given a final, complete copy of the thesis. Additional changes may be required following the thesis defense. The defense may NOT be scheduled without permission from all committee members after they have reviewed the thesis.

The thesis defense is an integral and important part of your graduate work. It demonstrates your ability to articulate your work and answer questions about it. During the course of the defense, you will be expected to make a formal presentation of your thesis, describing its conceptual basis, the methodology and procedures that you used, and the results

and their implications in a clear and cogent fashion. You also will be expected to answer questions posed by your committee and others in attendance about your work.

In order to defend the thesis the student must make sure:

- All committee members have reviewed draft copies AND approved the thesis prior to scheduling the defense.
- All committee members have the final draft of the thesis at least two weeks prior to the defense.
- The defense is scheduled at least three weeks in advance with the Graduate Office and announced to the REM faculty at least two weeks in advance.
- The defense is held between the hours of 7 a.m. and 6 p.m. when the university is in session (not between quarters).
- The defense is held in the last or next-to-last quarter prior to completing the requirements of the master's degree (courses required for certification only may be taken later).

Failure to complete all program requirements by the end of the next quarter will, according to university policy, require a new defense of your thesis. The defense is open to the university community; however, the student's committee alone is responsible for assessment of the student's performance. The application to schedule the thesis defense must be accompanied by four (4) copies of a "brief" which lists the student's previous degrees, the Course of Study, and biographical data typed in the format described in the Thesis Regulations pamphlet available in the Graduate Office.

The Final Document

When the thesis is submitted to the Office of Graduate Studies and Research, it should be in its final form, free from errors and ready for binding. At this point the Associate Vice President of Graduate Studies will review the thesis a final time. If the format, grammar and text are acceptable, the Associate Vice President will sign the thesis and send it to the bindery. If the work is unacceptable, it will not be signed and will be sent back to the student for rewriting and reformatting. Note: experienced graduates suggest first contacting the writing center and requesting someone to check your thesis for errors. Remember, these folks are busy, so give them plenty of time.

ADDITIONAL SOURCES

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