INTRODUCTION

Today’s health care systems are undergoing remarkable changes. This is largely due to the increasing consideration by all citizens that good health care is a basic human right. Delivery and maintenance of this level of health care require the efforts of many different professional people and technicians, all equally committed to the same goal and acting as a team.

Essentially, two major kinds of team members exist: one group is responsible for creating and maintaining institutional service programs which support the physician in his work of diagnosis and treatment; the other group, upon the request of the physician, provides direct patient care of an evaluative and treatment nature.

The School of Health Sciences at Boise State University, with its affiliated teaching hospitals, offers instruction in several programs on Pre-Professional Studies, Nursing, Allied Health Studies and Community and Environmental Health. The School and its faculty are also dedicated to service in both community and state activities dealing with health. In addition the School of Health Sciences feels a responsibility to provide continuing education for the practicing health professionals. Indeed, the primary objective of the School is to support the maintenance of optimal health through education.
SCHOOL OF HEALTH SCIENCES
Nursing

CLINICAL AFFILIATES
Boise Convalescent Center, Boise, Idaho
Caldwell Memorial Hospital, Caldwell, Idaho
Grand Oaks Health Care Center, Boise, Idaho
Idaho Elvis Rehabilitation Hospital, Boise, Idaho
Mercy Medical Center, Nampa, Idaho
Mountain States Tumor Institute, Boise, Idaho
St. Alphonsus Hospital, Boise, Idaho
St. Luke's Hospital, Boise, Idaho
Sunset Nursing Home, Boise, Idaho
Treasure Valley Manor, Boise, Idaho
Veterans Administration Hospital, Boise, Idaho

ADVISORY COUNCIL
Clayton C. Morgan, M.D., Chairman
David M. Barton, M.D.
Adjunct Associate Professor
David W. Bennett, M.D.
Adjunct Associate Professor
M. M. Burkholder, M.D.
Adjunct Associate Professor
John W. Gardner, Ph.D.
Adjunct Associate Professor
Robert M. Gudmundsen, D.D.S.
Adjunct Associate Professor
Lawrence L. Knight, M.D.
Adjunct Associate Professor
Robert S. Matthes, M.D.
Adjunct Associate Professor
David K. Merrick, M.D.
Adjunct Associate Professor
Robert H. Sabin, M.B.A.
Adjunct Associate Professor
Sister Justine Marie, C.S.C.
Adjunct Assistant Professor
Mary Nelson, R.N.
Adjunct Assistant Professor

DEPARTMENT OF NURSING:
Chairman and Associate Professor: Dr. JoAnn T. Vahey, Medical Director and Adjunctive Associate Professor; C.C. Morgan, M.D. Acting Baccalaureate Program Director: Dr. JoAnn Vahey. Associate Degree Program Director: Beryl Smith. Professor: Miles. Associate Professors: Kelly, Fleming. Assistant Professors: Bonača, Buehler, Cummings, Downie, Fountain, Hazelwood, Matson, Penner, Smith, Thompson, Wilcox. Instructors: Otero, Special Lecturers: Taylor, Wicks. Joint Appointment: McIntosh, Barton, Wallantine, Pierson, Cook.

Advisory Board to the Department of Nursing:

DEPARTMENT OF PREPROFESSIONAL STUDIES
Medical Director and Adjunctive Associate Professor: M.M. Burkholder, M.D. Dental Director and Adjunctive Associate Professor: Robert M. Gudmundsen, D.D.S. Coordinator of Advisors and Associate Professor of Zoology: E.G. Fuller, Ph.D.

DEPARTMENT OF ALLIED HEALTH STUDIES
Medical Technology
Medical Director: L.L. Knight, Director of Clinical Instruction and Adjunctive Associate Professor: L. Beals. Associate Professor of Zoology, Academic Coordinator: E.G. Fuller, Ph.D.

Radiologic Technology
Acting Program Director: Verna DaMond, RT. Medical Director: David W. Bennett, M.D. Advisory Board: D.W. Bennett, M.D., C.W. Barrick, M.D., Dave Cook, RT. Jim Lindsay, RT, Jona Knight, RT, Deborah Malone, Carol Short, RT.

Respiratory Therapy
Director and Assistant Professor: Conrad Colby, Medical Director and Adjunctive Associate Professor: David K. Merrick, M.D. Assistant Professor: M. Lehman, M.D. ARRT. Instructor: C. Philips. ARRT. Special Lecturers: T. Turner, M.D., D. Espeland, M.D. Advisory Board: Fred Hine, M.D., James J. McCabe, M.D., D.K. Merrick, M.D., David Nuenenberg, ARRT, Charles E. Reed, M.D., David K. Ricks, M.D.

Medical Record Science
Director and Instructor: Elaine Rockne, Supervisor of Directed Practice and Instructor: J. Cohin. Medical Director and Adjunctive Associate Professor: C.C. Morgan, M.D. Advisory Board: Gordon Ball, ART, Mary Dorsey, RRA, Mary Lou England, ART, Carlela Hungerford, ART, Pat Kemper, ART, C.C. Morgan, M.D., Lor- rane Schimmins, ART, Sister Marjorie, RRA.

Medical Office Assistant
Acting Director: Elaine Rockne

DEPARTMENT OF COMMUNITY AND ENVIRONMENTAL HEALTH:
Special Lecturers: Heiskari, Desaulniers, Edmundson. Advisory Board: Melvin D. Abberger, Eldon Edmundson, Ph.D., Nancy A. Goodell, David Hand, Jack Jelke, D.J. Obee, Ph.D., Jack Ross, Lyle M. Stanford, Ph.D., Lee Stokes, Ph.D.


DEPARTMENT OF NURSING
The Boise State University Department of Nursing operates within the philosophy of the total university. Students enrolled in the nursing curriculum work and socialize with students in various other fields of study on the campus.

The Department consists of two divisions: a two-year lower division Associate Degree program and a two-year upper division program terminating in a Baccalaureate Degree. Admission to upper division study is available to RN's only.

LOWER DIVISION ASSOCIATE DEGREE
Courses offered include clinical experience in area health facilities. The program is accredited by the Idaho State Board of Nursing, the Northwest Association of Secondary and Higher Schools, and the National League for Nursing. Graduates are eligible to write the examination for licensure as a registered nurse.

Philosophy
The faculty believes nurses can best be educated in an academic institution because general education promotes development of the individual as a member of society as well as a member of the nursing profession.

Believing that the goal of nursing is health, the curriculum is based on the concept that man has seven basic needs which must be maintained to attain and preserve health. Preparation of students is aimed toward fulfillment of health needs of society today as well as allowing peaceful death to the terminally ill. Health is viewed as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. The nursing curriculum emphasizes clinical practice as well as theoretical preparation in the seven basic need concepts of oxygen, mental health, nutrition, elimination, activity, safety, and comfort. Safe, knowledgeable patient-centered nursing care is the standard for advancement in all nursing courses. The courses place emphasis on common health problems with limited exposure to care of the critically ill patient. The curriculum develops student's abilities to apply principles of nursing in clinical practice.

Each student entering the program brings a background of individual abilities and attributes. The faculty believes that each student's interests and abilities should be recognized and promoted within the nursing program. Students are prepared in concepts of nursing care for use in various settings; emphasis is placed on the importance of continued learning in the individual's chosen field.

In order to allow development of the individual to the maximum of his/her potential, individual counseling and evaluation are an integral part of each nursing course.

Objectives: The Graduate:
1. Recognizes basic human needs and formulates ways of meeting them within the practice of nursing.
2. Recognizes deviations from basic health and intervenes to promote optimum health.
3. Demonstrates effective decisions in the practice of nursing and accepts accountability for his actions.
4. Uses basic knowledge and concepts for developing skills and underlying nursing care.
5. Communicates for the purpose of promoting progress in the patient's health care.
6. Demonstrates sensitivities and abilities for good interpersonal relations.
7. Is acquainted with community health problems and resources.
8. Shows insight concerning his own feelings and behavior.
9. Recognizes his/her role as a technical nurse on the health team.

Admission
Admission to the lower division Nursing Program is based upon general university requirements. Additional requirements for lower division study are as follows:
All applicants will be reviewed by the Admission, Promotion, and Graduation Committee of the Department of Nursing after March 1. Applicants are considered for admission on the basis of educational and experiential background.
All applicants will be placed in one of four groups.
1) High School graduates will be considered for admission on the basis of A.C.T. Scores; a composite standard score of not less than 20, plus a 70th percentile rating, or S.A.T. total score of 885 or above and a high school grade point average of 2.7 or above at the end of the seventh semester. A.C.T. or S.A.T. scores must be submitted prior to March 1.
2. Licensed Practical Nurses will be considered for admission on the basis of a high school diploma or G.E.D., a score of 500 or better on the State Board Examination, and a letter of recommendation from the present employer. Licensed Practical Nurses previously enrolled in college must have a G.P.A. of 2.75.
3. College students who have earned a minimum of 15 college credits in Biological, Physical or Social Science, and English will be considered for admission on the basis of a 2.75 G.P.A. or better.
4. Transfer students from other schools of nursing to the Associate Degree Nursing Program at Boise State University are required to submit applications and meet the general admission requirements according to the appropriate category and standards as outlined in items 1, 2, and 3 above.

Applicants who have previous education and/or experience in nursing may apply to take the Regents External Degree Exams to challenge one or two semesters of nursing. Individuals who are interested in challenge should make an appointment with the Program Director, Associate Degree Nursing, for further information.

Among equally qualified applicants in each of the four groups, students will be selected with consideration to minority groups and to students from all geographic regions served by Boise State University. All applicants to the Nursing Program will receive a letter indicating acceptance or non-acceptance.
All applicants admitted to the Nursing Program are required to:
1. Submit a Medical Data Form and a chest X-ray to the Student Health Center prior to August 1.
2. Purchase a Boise State University Student Nursing uniform.
3. Submit a special nursing laboratory fee of $25.00 for Fall Registration. (Yearly)

APPLICATION PROCESS
1. Make application for admission to Boise State University and the Department of Nursing. Both application forms are available from the Admissions Office in the Administration Building, Room 100.
2. Submit an official high school transcript or G.E.D. test score and official transcripts of all previous college work to the Admissions Office.
3. Submit A.C.T. or S.A.T. scores to the Admissions Office.
4. Complete all application requirements by March 1.

CURRICULUM

SCHOOL OF HEALTH SCIENCES
Nursing

FRESHMAN YEAR:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry (C-101)*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General Psychology*</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology*</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Basic Health Needs*</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

* Must be completed before entering sophomore year nursing courses.

SOPHOMORE YEAR:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microbiology</td>
<td>4</td>
<td>or 4</td>
</tr>
<tr>
<td>Sociology (Intro.)</td>
<td>3</td>
<td>or 4</td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology*</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Area I or II Electives*</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
<td>or 2</td>
</tr>
<tr>
<td>Deviations From Basic Health</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Nursing Seminar</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

** See college core requirements for BS degree.

UPPER DIVISION BACCALAUREATE DEGREE

Students are admitted into upper division program in the fall semester of each year. The purpose of the Baccalaureate program in nursing is to provide the registered nurse student with the opportunity to concentrate his/her educational efforts in a particular area: (1) Acute Care Nursing, (2) Leadership and Management, or (3) Family Nurse Practitioner. The outcome of increasing the knowledge/understanding of his/her chosen field of concentration and the ability to apply the findings will result in a proficient professional practitioner who is not only self-directive but able to guide others in acquiring skills essential to a high level of performance.

Graduates are awarded the Bachelor of Science degree and a statement verifying completion of the area of competency from Boise State University. Boise State University is full accredited by the Northwest Association for Secondary and Higher Schools.

The Kellogg Foundation provided funds which allowed the Department of Nursing to offer a program of studies for registered nurses terminating in a Baccalaureate degree. This program is approved by the Idaho State Board of Nurse Examiners.

Philosophy

The Department of Nursing believe that the quality of health care delivery in urban and rural areas can be enhanced by extending the scope of professional nursing practice. Although registered nurses possess essential knowledge and skills, they need advanced education and experience to fulfill the requirements of this changing, expanding role.

The Department offers students an opportunity to concentrate their educational efforts in an area of specialization: Acute Care Nursing, Family Nurse Practitioner, or Leadership and Management in Nursing and thus, acquire the proficiency necessary to assume a variety of role responsibilities within the broadening sphere of professional nursing.
SCHOOL OF HEALTH SCIENCES

Nursing

Objectives:
1. Demonstrating effective relationships with individuals/groups.
2. Demonstrating a high level of skill competency in his/her chosen area of concentration.
3. Demonstrating professional behavior, and
4. Becoming an effective change agent in the health care service within the community.

Objectives: ADMISSION

ADMISSION

A. All applicants must:
   1. Possess a current license as a registered nurse. Students with licensure granted by another state must acquire licensure from Idaho prior to being assigned to learning experiences in health agencies in this state (with the exception of federal reservations).
   2. Have at least one year work experience in nursing within the last two-year period (petition for exemption of work experience requirement will be submitted to the Baccalaureate Faculty Committee).

B. Applicants for a Baccalaureate Degree:
   Applicants must have successfully completed 34 credits in lower division general education courses which must include chemistry, anatomy/physiology*, nutrition*, microbiology*, English and a behavioral science with a cumulative GPA of 2.75.

   *Equivalency can be requested.

C. Applicants not seeking a Baccalaureate Degree:
   Applicants to a course/module in nursing need not have completed the general education requirements but MUST have completed prerequisites to nursing courses in which they are going to enroll.

D. Selection will be made from the qualified applicants according to the criteria determined by each area of concentration. These criteria are published and available in the Baccalaureate Program of Nursing.

APPLICATION PROCESS:

1. Request from/send into Admissions Office, BSU:
   a. BSU application form
   b. Special enrollment application for the Baccalaureate Program of Nursing
2. Request transcripts from all previous educational institutions to be forwarded to Admissions Office, BSU
3. Applications and transcripts must be submitted prior to March 1st in the year you wish to be admitted.

Option I.

ACUTE CARE NURSING

This course of study is designed to educate a skilled, knowledgeable practitioner in settings requiring acute nursing care. Acute Care Nursing occurs in those instances when the client cannot adapt without outside intervention. Nursing intervention, therefore, is aimed at fostering the client’s capacity/ability to adapt.

The graduate from this program of study will be able to:
1. Assess the health status of an individual
2. Plan a method of action utilizing the findings
3. Perform those actions essential for restoring maintaining the individual’s health status
4. Evaluate nursing and medical actions and patient progress to determine extent of goal achievement

The emphasis in each nursing course will be on acquiring a sound understanding of pathophysiological entities for the purposes of (1) following a decision making process. (2) Evaluating the outcome of a given intervention and proceeding appropriately, (3) adeptly integrating information and establishing priorities, (4) dealing in emergency situations with rapidity and precision.

Curriculum - Acute Care Nursing

<table>
<thead>
<tr>
<th>JUNIOR YEAR</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitization to Change</td>
<td>2</td>
<td>—</td>
</tr>
<tr>
<td>Pathophysiology</td>
<td>4</td>
<td>—</td>
</tr>
<tr>
<td>Concept/Skills of Health Assessment</td>
<td>5</td>
<td>—</td>
</tr>
<tr>
<td>Principles of Pharmacotherapeutics</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Area II Electives</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Nursing Adults in Intensive Care Situations</td>
<td>—</td>
<td>4</td>
</tr>
<tr>
<td>Cardiovascular Nursing</td>
<td>—</td>
<td>4</td>
</tr>
<tr>
<td>Area II Electives</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Area III Electives</td>
<td>6</td>
<td>—</td>
</tr>
<tr>
<td>Senior Nurse Practicum</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENIOR YEAR</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing in Emergency/ Trauma Situations</td>
<td>4</td>
<td>—</td>
</tr>
<tr>
<td>Perinatal Intensive Care Nursing</td>
<td>4</td>
<td>—</td>
</tr>
<tr>
<td>Area I Electives</td>
<td>6</td>
<td>—</td>
</tr>
<tr>
<td>Area II or III Electives</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Overview of Acute Care Nursing Research</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Legal Implications of Health Practice</td>
<td>—</td>
<td>3</td>
</tr>
<tr>
<td>Area II or III Electives</td>
<td>6</td>
<td>—</td>
</tr>
<tr>
<td>Senior Nurse Practicum</td>
<td>4</td>
<td>—</td>
</tr>
<tr>
<td>Junior Nurse Practicum</td>
<td>17</td>
<td>16</td>
</tr>
</tbody>
</table>

Option II.

LEADERSHIP/MANAGEMENT

This program is designed to prepare the nurse in leadership/management skills to meet the demand for increasing competency in decision making within the health delivery system. The leader/manager will use all her previously acquired knowledge/abilities of nursing as the basis for acquiring new skills which include:

1. Understanding the kinds of knowledge/intellectual abilities that underlie effective leadership/management.
2. Planning the activities of leading/managing in such a manner as to achieve the identified goal(s).
3. Performing the activities of leading/managing in such a manner as to achieve the identified goal(s).
4. Evaluating the degree to which the goal(s) of the plan were achieved.

The emphasis of this educational program is to prepare a leader/manager who has a specialized background in nursing to function in the administrative role. This individual will recognize his/her own limitations, know when to seek assistance and accept full professional, legal and ethical responsibility for his/her own activities.

As a professional, the leader/manager uses current literature/knowledge to evaluate and improve the leadership/management function on a collaborative. interdisciplinary, interdependent basis.
JUNIOR YEAR: SEM.  
\[ \text{Sensitization for Change} \quad 2 \]
\[ \text{Health Delivery System} \quad 3 \]
\[ \text{Health Delivery: Nurses Role} \quad 4 \]
\[ \text{Principles of Management} \quad 3 \]
\[ \text{Area II or III Electives} \quad 4 \]
\[ \text{Personnel Management} \quad 3 \]
\[ \text{Manager/Leader: Nurses Role} \quad 4 \]
\[ \text{Educational Psychology} \quad 3 \]
\[ \text{Total} \quad 16 \]

SENIOR YEAR: SEM.  
\[ \text{Change Agent: Nurses Role} \quad 4 \]
\[ \text{Medical Econ and Finance} \quad 3 \]
\[ \text{Social Change} \quad 3 \]
\[ \text{Human Relations} \quad 3 \]
\[ \text{Area I Elective} \quad 3 \]
\[ \text{Change Process: Nurses Role} \quad 4 \]
\[ \text{Professional Nursing Seminar} \quad 2 \]
\[ \text{Legal Implications} \quad 3 \]
\[ \text{Electives} \quad 4 \]
\[ \text{Total} \quad 16 \]

Option III.  
FAMILY NURSE PRACTITIONER  
This program of study is designed to educate a Family Nurse Practitioner who is qualified to deliver primary health care to individuals, families and communities. Primary care includes the initial contact with an individual as he enters a health care system, the continuity of his care, (particularly in the area of health care maintenance) and the coordination of that care.

The Family Nurse Practitioner utilizes all previously acquired nursing knowledge/abilities as the basis for acquiring new skills which include:
1. determining the health status of individual/families by taking a complete health history and performing a physical/psycho-social assessment,
2. utilizing observation/findings to develop a plan of care which will meet the physical/psycho-social needs of individual/families,
3. implement the plan of care,
4. evaluate activities/plan in relation to the degree to which the needs have been met.

The emphasis of this education program is to prepare the nurse to initiate preventive health measures in order to insure the "wellness" of individual/families. He/she will be prepared to diagnose, treat and prescribe for individuals of all age groups who have uncomplicated illnesses and manage the care of those individuals with stabilized chronic diseases. He/she recognizes the limits of knowledge/skills and knows when to seek consultation or refer individuals to other health professionals. He/she accepts full, professional, ethical and legal responsibilities for her activities.

As a professional, she/he constantly uses current medical/nursing knowledge to evaluate and improve the level of practice. The Family Nurse Practitioner functions interdependently, recognizes the value of collaboration with other professionals and is an active member of the health team.

Curriculum - Family Nurse Practice  
\[ \text{Sensitization for Role Change} \quad 2 \]
\[ \text{Methods in Clinical Laboratory Science} \quad 3 \]
\[ \text{Concepts and Skills of Health Assessment} \quad 3 \]
\[ \text{Family Nurse Practice} \quad 8 \]
\[ \text{Health Care Delivery Systems} \quad 3 \]

SCHOOL OF HEALTH SCIENCES  
Preprofessional Studies  
Area I Elective \[ \quad 3 \]
Applied Physiology \[ \quad 4 \]
Sociology of the Family \[ \quad 3 \]
\[ \text{Total} \quad 17 \]

SENIOR YEAR: SEM.  
\[ \text{Family Nurse Practice} \quad 8 \]
\[ \text{Legal Implications of Health Care} \quad 3 \]
\[ \text{Senior Nurse Practicum} \quad 4 \]
\[ \text{Area I, II, or III Electives} \quad 9 \]
\[ \text{Total} \quad 17 \]

It may be necessary for the student to take a Fifth Semester of course work to complete electives since Senior Nurse Practicum offered in the 2nd sem. of the 2nd year may be in rural areas (i.e. off campus/out of town).

* Students participate in required learning experiences with physician preceptors, family nurse practitioners, and nursing faculty.

DEPARTMENT OF PREPROFESSIONAL STUDIES  
INTRODUCTION  
The Preprofessional Studies Department has responsibility to those students who intend to apply to a professional school in one of the health science occupations and who have therefore declared a major in pre-medicine, pre-dentistry, pre-veterinary medicine, pre-optometry, pre-pharmacy, pre-dental hygiene, and other health sciences professions.

Academic  
Students in pre-medicine, pre-dentistry and pre-veterinary medicine may choose a Biology or Chemistry option (below) or Health Science Studies (Dept. of Allied Health Studies). In addition to these basic options, courses in Medical Sociology, Community Health, and Medical Terminology are recommended. The student’s academic progress is monitored by the advisory faculty and the Dean of the School. At appropriate intervals the student is counseled regarding his or her progress toward a career goal.

Those who plan to attend Idaho State University College of Pharmacy and Dental Hygiene Programs must have completed the following tests prior to application for admission:

<table>
<thead>
<tr>
<th>Test</th>
<th>Fee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy PCAT</td>
<td>$120</td>
<td>Jan. 1</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>$ 10</td>
<td>Sept. 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dec. 15</td>
</tr>
</tbody>
</table>

Clinical  
In addition to their academic course work the Pre-Professional Studies students have opportunities and are encouraged to work and observe at first hand the practice and delivery of health care in a clinical environment.

PreProfessional Internship  
Selected students in their third or fourth year may register for an internship of two credits per semester. These students will work and study in a clinical environment with a practicing physician, dentist, veterinarian, etc.

Hospital Learning-Volunteers  
Students may be identified as special volunteers. The hospital will endeavor to rotate each volunteer through various departments of the hospital in which they will perform their volunteer service. These students must be majors in the School of Health Sciences and be certified to the hospital by the Dean.
SCHOOL OF HEALTH SCIENCES
Preprofessional studies

REQUIREMENTS FOR PRE-MEDICAL, PRE-DENTAL, PRE-OPTOMETRIC, PRE-VETERINARY MEDICINE STUDIES**

I. Biology Option

1. General College and Baccalaureate Degree
   Requirements to include
   - English Composition
   - General Psychology
   - Biology
   - Chemistry
   - Physics
   - Mathematics
   - Advanced General Biology
   - General Anatomy
   - Mammalian Physiology
   - General Genetics
   - Vertebrate Histology

2. Biology Requirements
   - Advanced General Biology: 10
   - General Bacteriology: 5
   - Comparative Anatomy: 4
   - Vertebrate Embryology: 4
   - Mammalian Physiology: 4
   - General Genetics: 3-4
   - Vertebrate Histology: 4
   - Total for Areas 1-4: 40-41

3. Chemistry Requirements
   - General Chemistry: 10
   - Organic Chemistry: 10
   - Biochemistry: 4
   - General Physics: 8
   - Mathematics 111-112: 10
   - Total for Areas 1-4: 106-107

II. Chemistry Option

1. General College and Baccalaureate Degree
   Requirements to include
   - English Composition
   - General Psychology
   - Biology
   - Chemistry
   - Physics
   - Mathematics
   - Advanced General Biology
   - General Anatomy
   - Mammalian Physiology
   - General Genetics
   - Vertebrate Histology

2. Biology Requirements
   - Advanced General Biology: 10
   - General Bacteriology: 5
   - Comparative Anatomy: 4
   - Vertebrate Embryology: 4
   - Mammalian Physiology: 4
   - General Genetics: 3-4
   - Vertebrate Histology: 4
   - Total for Areas 1-4: 40-41

3. Chemistry Requirements
   - General Chemistry: 10
   - Organic Chemistry: 10
   - Bio- or Analytical Chemistry: 4-5
   - Physical Chemistry: 8
   - Instrumental Analysis: 4
   - Chemistry Independent Studies: 2
   - Chemistry Seminar: 2
   - Total for Areas 1-4: 118-119

4. Physics and Mathematics
   - Math 111-112: 10
   - Math 205-206: 8
   - General Physics: 8
   - Total for Areas 1-4: 118-119

* Additional upper division credits so that upper division credits total at least 40.
** Other Pre-Professional Studies majors will be given curriculum recommendations specific to their interests by the faculty advisors.

CHEMISTRY OPTION

FRESHMAN YEAR:
- English Composition: 3
- General Chemistry: 5
- Mathematics: 5
- Area I Courses: 3
- Total for Areas 1-4: 16

SOPHOMORE YEAR:
- Advanced General Biology: 5
- Organic Chemistry: 5
- General Psychology: 3
- Area I Courses: 3
- Total for Areas 1-4: 16

JUNIOR YEAR:
- General Physics: 4
- Area III Course: 5
- Comparative Anatomy: 4
- Genetics: 3-4
- Vertebrate Embryology: 4
- Biochemistry: 4
- Total for Areas 1-4: 16

SENIOR YEAR:
- General Bacteriology: 5
- Vertebrate Histology: 4
- Mammalian Physiology: 4
- Area II Electives: 3
- Electives: 3-5
- Total: 15-17

BIOLOGY OPTION

FRESHMAN YEAR:
- English Composition: 3
- General Chemistry: 5
- Mathematics: 5
- Area II Courses: 3
- Total: 16

SOPHOMORE YEAR:
- Advanced General Biology: 5
- Organic Chemistry: 5
- General Psychology: 3
- Area I Courses: 3
- Total: 16

JUNIOR YEAR:
- General Physics: 4
- Area III Course: 5
- Comparative Anatomy: 4
- Genetics: 3-4
- Vertebrate Embryology: 4
- Biochemistry: 4
- Total for Areas 1-4: 16

SENIOR YEAR:
- General Bacteriology: 5
- Vertebrate Histology: 4
- Mammalian Physiology: 4
- Area II Electives: 3
- Electives: 3-5
- Total: 15-17

PRE-OPTOMETRIC

Science courses should be pre-professional courses designed for science majors which offer laboratory experience. Brief survey courses in the sciences will not prepare a student for the schools and colleges of optometry.

All of the schools and colleges require additional courses for admittance, but each optometry school has its own set of requirements. The student should write to the optometry school of his or her choice for a list of specific courses.

Although two years of preoptometric study is the minimum required, most students accepted by a school or college of optometry have completed three years in an undergraduate college. A large percentage of students accepted by the schools and colleges of optometry have earned a bachelor's degree.

The requirements for admission to the schools and colleges of optometry vary. However, all optometric schools and colleges
require at least two years of preoptometric study which should include:

**CURRICULUM**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology or Zoology</td>
<td>1 or 2 semesters</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>2 semesters</td>
</tr>
<tr>
<td>General Physics</td>
<td>2 semesters</td>
</tr>
<tr>
<td>English</td>
<td>2 semesters</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>2 semesters</td>
</tr>
</tbody>
</table>

Additional courses that may be needed for the preoptometric program are:

- Psychology
- Social Science
- Philosophy
- Literature
- Organic Chemistry
- Microbiology
- Bacteriology
- Comparative Anatomy
- Physiology
- Statistics
- Algebra and Trigonometry
- Analytic Geometry
- Differential Calculus
- Integral Calculus

**PRE-DENTAL HYGIENE**

This curriculum is designed for students interested in a professional career in dental hygiene. This particular program is designed for students planning to enroll in the dental hygiene program as sophomore or junior students at Idaho State University. The dental hygiene curriculum leads to either a Bachelor of Science or Bachelor of Arts Degree in Dental Hygiene. Those students who plan to enroll at schools other than Idaho State University are advised to pattern their pre-dental hygiene curriculum after that of the specific school to which they expect to transfer.

**FRESHMAN YEAR:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>General Biology and 102</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Sociology 101</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>3</td>
</tr>
<tr>
<td>Non-specified Electives</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Professional Speech Communication 102</td>
<td>2</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to General Chemistry</td>
<td>4(5)</td>
</tr>
<tr>
<td>or General Chemistry 111 and 112</td>
<td>4(5)</td>
</tr>
<tr>
<td>Mathematics 111, Algebra and Trigonometry</td>
<td>5(4)</td>
</tr>
<tr>
<td>Non-specified Elective or Foreign Language</td>
<td>3(4)</td>
</tr>
<tr>
<td>Microbiology 205</td>
<td>3</td>
</tr>
<tr>
<td>Human Physiology and Anatomy 107</td>
<td>5</td>
</tr>
<tr>
<td>Nutrition 207</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total                                       | 14-16   |

| Total                                       | 15-17   |

**DEPARTMENT OF ALLIED HEALTH STUDIES**

**INTRODUCTION**

In order to deliver the best health care possible, it is necessary that the physician or other members of the health care team be able to utilize the many complex and specialized tests, procedures and instruments which modern medical science has produced. This requires that persons must be trained to complement and support the physician in providing the best treatment for the patient. These other members of the health team are known as allied health personnel.

In 1967 the ratio of allied health personnel to physicians was approximately ten allied health people to one physician. The present ratio is approaching the projected ratio for the mid-seventies of twenty to twenty-five per physician. It is clear that delivery of adequate and quality health care depends on the education of persons in technological specialties.

**HEALTH SCIENCE STUDIES**

**BACHELOR OF SCIENCE**

The bachelor of science degree in Health Science provides the curriculum whereby an individual may gain an education in the biological, physical, and health sciences to provide a foundation for additional professional or graduate work in several health sciences professions. This curriculum should be of particular interest to those wishing to qualify for admission into hospital programs leading to certification as medical technicians. It is also recommended for students in pre-medical, pre-dental and pre-veterinary programs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>12</td>
</tr>
<tr>
<td>Area I Requirements</td>
<td>6</td>
</tr>
<tr>
<td>Area II requirements</td>
<td>12</td>
</tr>
<tr>
<td>Math</td>
<td>10</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>10</td>
</tr>
<tr>
<td>Organic Chemistry with Lab.</td>
<td>10</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>General Biology</td>
<td>10</td>
</tr>
<tr>
<td>Advanced General Biology</td>
<td>10</td>
</tr>
<tr>
<td>Bacteriology</td>
<td>5</td>
</tr>
<tr>
<td>Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Mammalian Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Physical Chemistry</td>
<td>83</td>
</tr>
<tr>
<td>Subtotal</td>
<td>22-29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (science) 6 courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Physics (8) or Biophysics (4)</td>
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<tr>
<td>Genetics (3)</td>
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</tr>
<tr>
<td>Histology (4)</td>
<td></td>
</tr>
<tr>
<td>Analytical Chemistry (5)</td>
<td></td>
</tr>
<tr>
<td>Pathologic Bacteriology (4)</td>
<td></td>
</tr>
<tr>
<td>Cytology (4)</td>
<td></td>
</tr>
<tr>
<td>Parasitology (3)</td>
<td></td>
</tr>
<tr>
<td>Comparative Anatomy (4)</td>
<td></td>
</tr>
<tr>
<td>Physical Chemistry</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>22-29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (Health Science and Free)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Terminology</td>
<td></td>
</tr>
<tr>
<td>Health Delivery Systems (3)</td>
<td></td>
</tr>
<tr>
<td>Public Health Administration (2)</td>
<td></td>
</tr>
<tr>
<td>Environmental Economics (proposed 2)</td>
<td></td>
</tr>
<tr>
<td>Preprofessional Internship (2)</td>
<td></td>
</tr>
<tr>
<td>Area I, II or III (7-14)</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>16-23</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
</tr>
</tbody>
</table>

**MEDICAL TECHNOLOGY MAJOR**

**Bachelor of Science Program**

Medical Technology offers an excellent opportunity for those interested in science fields which relate to the medical laboratory. However, there is increasing demand for the limited space in the hospital training programs and it is essential that those interested in the profession be well versed in physical, biological and health sciences.

To this end, the School of Health Sciences offers the student two options. He may take three years of academic work (96 credits) in which he will complete the basic science requirements of the Registry of the American Society of Clinical Pathologists as well as the requirements of the college core. The student
may then apply for the one-year clinical program, and upon its successful completion will be granted the examination for certification and also be granted a B.S. degree in Medical Technology.

The student may also complete the fourth year in a prescribed academic program to earn a B.S. in Health Sciences Studies. After completion of one year in an accredited hospital program, he would be eligible for a second degree of a B.S. in Medical Technology.

Those BSU students who gain admission to an accredited hospital program and who wish to have this experience counted for BSU credit must enroll in MT 491-2. A registration fee of one dollar per credit hour is required. This will provide the individual with student privileges such as access to college loans and scholarships, use of the library and gymnasium, etc.

**REQUIREMENTS FOR MEDICAL TECHNOLOGY MAJOR**

1. Completion of basic core requirements:
   - English composition
   - Area I
   - Area II
   - Mathematics (M 111-112 or M 115-116)
   - General Chemistry
   - Organic Chemistry with Lab
   - Biochemistry
   - Advanced General Biology
   - Bacteriology
   - Physiology

2. Health Science, Science and Free Electives

3. Senior year - Clinical Class and Practice
   A calendar year to be spent in St. Luke's Hospital or St. Alphonse Hospital, Boise, Idaho; or in other hospitals having training programs approved and accredited by the ASCP.

**SENIOR YEAR - Clinical Class and Practice**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT 491, 492</td>
<td>32</td>
</tr>
<tr>
<td>Hematology</td>
<td>6</td>
</tr>
<tr>
<td>Clinical Bacteriology</td>
<td>8</td>
</tr>
<tr>
<td>Clinical Parasitology &amp; mycology</td>
<td>2</td>
</tr>
<tr>
<td>Urinalysis</td>
<td>1</td>
</tr>
<tr>
<td>Clinical Chemistry</td>
<td>10</td>
</tr>
<tr>
<td>Serology</td>
<td>3</td>
</tr>
<tr>
<td>Immunology</td>
<td>2</td>
</tr>
</tbody>
</table>

Total 128 credits

**RADIOLOGIC TECHNOLOGY Associate Degree Program**

The Radiologic Technology Program of the School of Health Sciences offers a curriculum utilizing both university and clinical components. This type of integrated program is needed in order for the students to gain the essential knowledge and skills required of today's practicing Radiologic Technologist.

A Radiologic Technologist is responsible for the technical aspects of radiology and may function as an assistant to the physician radiologist. Upon satisfactory completion of the prescribed courses, including 2200 clinical hours, the student becomes a Registered Technologist. The student may also continue studying for a Bachelor of Science degree. The curriculum meets the requirements necessary for approval by the Committee on Radiologic Technology Education and the American Medical Association.

2200 Practicum hours as required by the accrediting agency for Radiologic Technology Programs, will be granted 34 credits. Seventeen (17) of these credits will be allowed for the Associate degree.

These practicum hours are spent working with patients under the supervision of a Registered Technologist or radiologist in a hospital environment. This time is integrated with classroom studies involving all aspects of technology.

**Preprofessional Year - Admission**

Any student who has been admitted to the University is eligible to register as a Radiologic Technology major in the Preprofessional year. Admission procedures to the University are outlined in Part I of this bulletin.

**Professional Year** - Admission Procedure

Persons who will have completed the Preprofessional core requirements are eligible to apply for admission to the Professional Program. Special applications for the limited enrollment Radiologic Technology Professional Program are available at the Admissions Office, and must be completed and filed with the Admissions Office by April 15 for the Professional Program beginning June 1. All applicants will be notified by May 15 as to whether or not they are accepted into the Professional Program.

All applicants admitted to the Radiologic Technology Program are required to submit a Medical Data Form and chest x-ray to the Student Health Center prior to June 1.

**Policy on Promotion and Graduation**

1. Students must maintain a GPA of at least 2.50. A GPA of less than the required shall automatically place a student on probation.
2. A grade of less than a C in any Radiologic Technology theory unit or clinical unit must be repeated and raised to C or higher before continuing the Radiologic Technology curriculum.
3. Students who have completed all course requirements with a GPA of 2.00 or better and no grade lower than C in their Radiologic Technology classes qualify for graduation.

**CURRICULUM**

**Preprofessional Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>*Biophysics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td></td>
<td>2-3</td>
</tr>
<tr>
<td>*Mathematics M115</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>Health Delivery Systems</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Humanities Electives</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>17-18</td>
<td>16-17</td>
</tr>
</tbody>
</table>

*Offering of the professional program at Boise State University is contingent on funding by the 1976 legislature.
* Eight credits of general physics may be substituted for biophysics.
** Students who wish to complete a math sequence required for majors in math or chemistry should take M 111.

After completion of the preprofessional courses, the students admitted to the professional program will be selected on the basis of GPA, admission test scores, evidence of involvement and interest in health care, and personal interviews.

**CURRICULUM**

**Radiologic Technology**

<table>
<thead>
<tr>
<th>Course</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro to Radiologic Technology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Found of Radiologic Technology</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Total Summer Credits</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Skeletal Positioning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Radiographic Quality</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Radiographic and Topographic Anatomy</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Radiation Physics</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Clinical Internship (400 clock hours)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total Fall Credits</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>
RESPIRATORY THERAPY

Philosophy
Respiratory Therapy is an allied health specialty which is concerned with the treatment, management, control and care of the patient's process of breathing. The Respiratory Therapist is a specialist in the use of therapeutic and diagnostic aids to breathing.

The Respiratory Therapy program at Boise State consists of a two-year course of study leading to an Associate of Science degree in Respiratory Therapy. The program is accredited by the American Medical Association.

The program consists of basic courses in arts and sciences and professional courses in respiratory therapy. Receipt of the Associate of Science degree qualifies the student academically for the American Registry of Respiratory Therapists, which is the professional designation.

Objectives
The graduate will be prepared to accomplish the following objectives under medical direction:

a. Administer gas, humidity, and aerosol therapy, including the administration of drugs by these therapeutic methods.
b. Administer intermittent positive pressure breathing treatments.
c. Assist with long term continuous artificial ventilation, special therapeutic procedures and cardiopulmonary resuscitation; also perform tasks related to patient care, especially those of airway management, while he is involved in giving respiratory therapy.
d. Participate in the development of Respiratory Therapy units.

Requirements for Admission
Admission to the Respiratory Therapy program is based upon general college requirements.
1. Make application for admission to Boise State University and also complete special application for the Respiratory Therapy Program. Both applications are available at the Admissions Office and must be submitted by April 15th of the year of enrollment.
2. Take A.C.T. program of tests.
3. Send a copy of high school transcript or G.E.D. test scores and transcripts of all previous college work to the Admissions Office.
4. Submit Medical Data Form by August 1.

All applications will be reviewed by the Respiratory Therapy Selection Committee following April 15th. Applicants are selected on the basis of previous academic performance, A.C.T. test scores, health status, and personal interview. Applicants will be notified of status by May 31st.

Those accepted must submit a satisfactory chest x-ray to Student Health Services prior to registration. Respiratory Therapy student uniforms are required.

Acceptance by the university does not constitute acceptance into the Respiratory Therapy Program.

Promotion and Graduation
1. Students must maintain a GPA of at least 2.5 throughout the first semester. A GPA of less than the required shall constitute removal from the program.
2. Students obtaining a "D" or "F" in their RT must repeat the course and raise their grade to "C" or higher before continuing the Respiratory Therapy curriculum.
3. Students who have completed all course requirements with a GPA of 2.5 or better and no grade lower than "C" in their RT qualify for graduation.

RESPIRATORY THERAPY CURRICULUM

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRESHMAN YEAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 111 or 115</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>Intro to Biophysics</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Cardiopulmonary Physiology</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

Summer Session - 5 weeks
Respiratory Therapy
Therapy and Clinical Practice | 6 |

SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Pharmacotherapeutics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Respiratory Therapy Professional Seminar</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Respiratory Therapy 205</td>
<td>9</td>
<td>-</td>
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<tr>
<td>Advanced Respiratory Therapy 221</td>
<td>-</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

MEDICAL RECORD SCIENCE

Medical Record Technicians are qualified to work in any health care agency where health records are prepared, analyzed, and preserved. The Medical Record Technician works closely with other health care professionals to gather and make available information to provide quality patient care.

The program offers an Associate of Science degree and is approved by the American Medical Record Association and the Council on Medical Education of the American Medical Association.

Graduates of the program are eligible to write the national accreditation examination, and upon successful completion of this examination are recognized as Accredited Record Technicians (ART). This program will fulfill most lower division requirements for a bachelor degree in Medical Record Administration.
SCHOOL OF HEALTH SCIENCES
Environmental Health

In addition to fulfilling general requirements for admission to Boise State University, the prospective student must complete the special application for the Medical Record Technician program, available at the Admissions Office. Students are responsible for their own transportation from BSU to Clinical Agencies.

CURRICULUM

FRESHMAN YEAR:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Terminology</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Medical Record Science</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Concepts of Biology</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Human Physiology and Anatomy</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Typing</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>English Composition</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech-Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

Summer Session: Medical Record Science - Directed Practice 4 credits.

SOPHOMORE YEAR:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Medical Record Science</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Health Delivery Systems</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>History (HY 101 or HY 151)</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Legal Implications of Health Practice</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Medical Terminology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Data Processing</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology or Introduction to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Elective (if needed)</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

14 credits

MEDICAL OFFICE ASSISTANTS
(Medical Secretary)

The Medical Office Assistant (Medical Secretary) will be prepared to function in either office or hospital setting. The program will provide knowledge and skills such as scheduling, bookkeeping, filing, transcribing, and management of the record system. In addition, this program will provide knowledge and skills to enable the assistant to fulfill the role of contact between the patient and the physician. These will include skills in communication, interpersonal relations, medical ethics and the legal aspects of patient care. Courses in behavioral science and humanities will enhance the Assistant's sensitivity to the special needs of the patient and his family. This program offers an Associate Degree.

CURRICULUM

FRESHMAN YEAR:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
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17 credits

SOPHOMORE YEAR:

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124 credits

DEPARTMENT OF COMMUNITY AND ENVIRONMENTAL HEALTH

INTRODUCTION

Studies in this department will consider general aspects of human health which are determined or are contingent on personal, social and environmental action or interaction. The assessment of personal health status, the relationships between personal and community health, the ecological perspective of personal health, the concept of community health, the providers of health care and the existing and potential health care delivery systems, are all important elements for consideration.

The Community and Environmental Health Scientist is needed to satisfy the demand for trained personnel in such areas as public health, environmental pollution control, food inspection, and in teaching and administration. These experts may find employment in federal, state and local agencies. There is also an increasing demand in private industry and in teaching institutions for individuals with this training.

REQUIREMENTS FOR ENVIRONMENTAL HEALTH MAJOR

Bachelor of Science

A. General Requirements (8 credits)

<table>
<thead>
<tr>
<th>Course</th>
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B. Area I Requirements (12 credits)

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C. Area II Requirements (12 credits)

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<td>Pathogenic Bacteriology</td>
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E. Health Science Requirements (19 credits)

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F. Electives (15 credits)

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ENVIRONMENTAL HEALTH

Bachelor of Science

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ENVIRONMENTAL HEALTH

Bachelor of Science

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SUGGESTED PROGRAM

FRESHMAN YEAR:

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For course descriptions see Part V of the catalog.
### SCHOOL OF HEALTH SCIENCES
Courses, H, EH, MR, MT

#### JUNIOR YEAR:

**301-302 Environmental Management (3 credits)**
- Designed to provide a working knowledge of environmental management practices with special emphasis on health, safety, and waste management.
- First semester: community environmental problems such as food and milk protection, drinking water, swimming pools, water pollution, and solid waste management are studied. Second semester: continuation of community problems related to air quality, radiation control, insect and rodent control and environmental health hazards, etc.
- Prerequisite: upper division standing.

**300 Pathophysiology (8 credits)**
- Prerequisites: C 101-102 or C 111-112; B 107 or B 401; or permission of instructor.
- This course is designed to allow the student to acquire a working knowledge of environmental legislation, the implementation and enforcement of said laws and specific duties of the employee regarding selected sections of the law.
- Prerequisite: Consent of instructor. Fall semester.

**306 Sensitization for Role Change (2 credits)**
- This seminar focuses on student experiences involving professional role confusion, conflict, and burnout. Theoretical concepts are derived from these experiences and readings.
- Prerequisites: Departmental permission. Fall and Spring semesters.

**310 Methods in Clinical Laboratory Sciences (3 credits)**
- An interdisciplinary course designed to advance the student's understanding and utilization of basic laboratory techniques employed in clinical primary care settings. The clinical significance of the tests in relationship to disease processes will be stressed.
- Prerequisites: Applied Physiology and Departmental permission. Spring semester.

**405 Medical Economics and Finance (3 credits)**
- An introductory course to the economics and financing of health care and health care agencies. Spring and Fall semesters.

**407 Legal Implications of Health Practice (3 credits)**
- Legal concepts in relation to health care practice in varied health care settings. Spring and Fall semesters.

**420 Pre-Professional Internship (2 credits)**
- The student spends three hours a week in a clinical setting under the direction of a preceptor who is a practicing professional.
- The student is required to keep a record of his experiences and report them during a weekly lecture-recitation seminar.
- Prerequisite: Senior standing, GPA above 3.0, recommendation of faculty advisor, consent of the dean.

### COURSES

#### H HEALTH SCIENCES

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**Summer between Junior and Senior Year: Public Health Field Training**
- 8 credits

### SENIOR YEAR:

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<td>Biochemistry</td>
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<td>Electives</td>
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<tr>
<td>Total</td>
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</table>

**Continuing Education Program**

Recognizing that basic academic programs are the beginning of career education, and that continued learning is essential to maintain competency in the delivery of health care, The School of Health Science accepts its responsibility for providing continuing learning experiences for health care personnel.

Programs are planned in response to identified need within the community. Content of offerings is selected to provide knowledge of new developments in science and technology and to provide for personal and professional advancement.

*For additional information contact Office of Health Science Continuing Education.*

### MT MEDICAL TECHNOLOGY

**201 Basic Medical Technology (2 credits)**
- A survey course designed to introduce those students interested in Medical Technology to some of the basic aspects of theory and practice encountered in the profession. The course demonstrates the relationship of the University and hospital programs in the development of knowledge and skills required in the field of medical technology.
- Fall semester.

**491-2 Clinical Class and Practice (16 credits)**
- Course requires 12 consecutive months of instruction in a hospital school approved by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- Student spends approximately 40 hours a week in a laboratory practicum. Six to eight hours a week are set aside for reading assignments, lectures and examinations.
- Prerequisite: Acceptance by a hospital school accredited by the NAACLS.

### NURSING

**120 Basic Health Needs (6 credits semester)**
- Nursing process is utilized to present basic health needs with emphasis on nutrition and elimination, activity, safety, and comfort as applied to persons of all ages in the community and in health agencies.
- The student has the opportunity to develop beginning skills in providing nursing care in the newborn nursery, medical-surgical areas, and specialized care units.

**130 Basic Health Needs (6 credits semester)**
- Nursing process is utilized to present basic health needs with emphasis on mental health, comfort, safety, and oxygen as applied to persons of all ages in the community, in hospitals, and in health agencies, and within the family during the reproductive cycle and in crisis situations.
- The student has the opportunity to develop beginning skills in providing nursing care of patients in the medical-surgical, maternal and infant care areas.
- Prerequisite: Admission to the nursing major. Both semesters.
SCHOOL OF HEALTH SCIENCES

Courses N

220 Deviations from Basic Health CCI (4 credits). Utilizes nursing process to present deviations from basic health with emphasis on mental health—mental illness considering persons of all ages. The student has the opportunity to develop skills in the nurse care of patients in the mental health unit and community health agencies. Prerequisites: Core courses of the first year of the nursing curriculum. Both semesters.

230 Deviations from Basic Health CCCI (4 credits). Utilizes nursing process to present deviations from basic health with emphasis on oxygen deficiency considering persons of all ages. The student has the opportunity to develop skills in the nurse care of patients with oxygen deficiency. Prerequisites: core courses of the first year nursing curriculum. Both semesters.

240 Deviations from Basic Health CCCI (4 credits). Utilizes nursing process to present deviations from basic health with emphasis on the basic need for nutrition and digestion considering persons of all ages. The student has the opportunity to develop skills in the nurse care of patients with dietary needs. Prerequisites: core courses of the first year nursing curriculum. Both semesters.

250 Deviations from Basic Health CCIV (4 credits). Utilizes nursing process to present deviations from basic health with emphasis on the basic need for activity considering persons of all ages. The student has the opportunity to develop skills in nurse care of patients with the need for activity. Prerequisites: core courses of the first year nursing curriculum. Both semesters.

260-280 Nursing (1 credit per semester). Philosophy of health care and the role of the graduate as a registered nurse. Legal implications and other factors affecting nursing practice are discussed. Prerequisites: core courses of the first year nursing curriculum. 280 - Fall semester, 290 - spring semester. Spring semester.

Upper Division

300 Concepts and Skills of Community Health Nursing (3 credits). The primary focus of this course in community health nursing is the use of nursing processes in family and community settings with emphasis on the psychosocial aspects of individual/family/community health. The course is designed to assist nurses in application of course content to daily work in community health settings as a means of improving the quality of health services. Prerequisite: the student must be a registered nurse with access to a community health setting or permission of the instructor. This course is offered regularly by correspondence, but may be offered as a regular semester offering on demand. Either semester.

312 Concepts and Skills of Health Assessment—Acute Care (5 credits). This course studies those concepts-principles most common to the nursing process of health care of patients in the acute care setting. Emphasis is placed on the assessment skills will be emphasized. Concurrent requisites: Applied Physiology and Departmental permission. Fall semester.

320 Nursing in Adult Intensive Care Situations (4 credits). This course studies and applies the concept of intensive care nursing in its present and emerging status. Emphasis is on acquiring a sound scientific base for nursing intervention in intensive care situations. Prerequisites: Applied Physiology and N-312 Concepts and Skills of Health Assessment and Departmental permission. Spring semester.

321 Cardiovascular Nursing (4 credits). Nursing requirements of the client with cardiovascular pathology will be studied. Emphasis will be placed on acquiring scientific knowledge to provide rationale for nursing intervention and experiences providing the opportunity to practice essential skills. Prerequisites: Applied Physiology; N-312 Concepts and Skills of Health Assessment and Departmental permission. Spring semester.

340 Concepts and Skills of Health Assessment—Family Practice (5 credits). The course includes principles and skills of health and development of a health and family health, performing a physical, psycho-social assessments related to women. The emphasis will be on the assessment and management of uncomplicated pediatric health problems. Prerequisites: N-340, Concepts and Skills of Health Assessment; Departmental permission. Spring semester.

351 Family Nurse Practice (4 credits). Basic skills and principles of the physiological and psychological aspects related to women. The emphasis will be on the assessment and management of uncomplicated gynecological problems, pregnancy, post partum care, family planning and the menstrual process. Prerequisites: N-340, Concepts and Skills of Health Assessment and Departmental permission. Spring semester.

373 Health Delivery, The Nurse's Role I (2 credits). The course involves the assessment of the influence of nursing leadership on health care systems, their function and their effectiveness. Theories of leadership in nursing and implications for change in practice will be identified. Prerequisites: H-302, Health Delivery Systems and Departmental permission. Fall semester.

374 Health Delivery, The Nurse's Role II (2 credits). The course involves the implementation of various nursing leadership theories in the delivery of health care. Multi-community agencies will be involved in identifying role responsibilities in professional nursing. Prerequisites: H-302, Health Delivery Systems and Departmental permission. Fall semester.

376 Manager-Leader, The Nurse's Role I (2 credits). The course will involve aspects and theories of decision-making within the management responsibilities of the professional nurse. The clinical practice will involve management decision making in selected health care agencies. Prerequisites: MG-301, Principles of Management and Departmental permission. Spring semester.

377 Manager-Leader, The Nurse's Role II (2 credits). The course will involve the study of nursing leadership responsibilities in evaluation of care in relation to the Health Delivery System(s). Prerequisites: MG-301, Principles of Management and Departmental permission. Spring semester.

420 Nursing in Emergency-Trauma Situations (4 credits). Levels of nursing intervention will be studied as related to the various levels in the trauma sequence. Prerequisites: principles of acute care nursing practice are explored in theoretical and clinical settings and implemented in emergency and trauma situations. Prerequisites: Applied Physiology; N-312 Concepts and Skills of Health Assessment and Departmental permission. Fall semester.

421 Perinatal Intensive Care Nursing (4 credits). Nursing requirements of the acutely ill and the newborn and their families will be studied. Experiences will be offered the student to provide her with the opportunity to practice essential skills. Prerequisites: Applied Physiology: N-312 Concepts and Skills of Health Assessment and Departmental permission. Fall semester.

450 Family Nurse Practice (4 credits). Skills and principles of the immediate care for an individual in an emergency situation are explored in a theoretical and clinical setting. The physiological and psychosocial aspects of emergency patient care are studied. The student will be provided with the opportunity to become clinically competent in evaluating, initiating nursing care and referring as needed for the patient with a trauma, medical or psychiatric emergency that may occur in an ambulatory setting. Prerequisites: N-340, Concepts and Skills of Health Assessment, H-310, Methods in Clinical Laboratory Science, and Departmental permission. Fall semester.

451 Family Nurse Practice (4 credits). Skills and basic principles of primary health care for adults are explored in theoretical and clinical settings. Emphasis is on prevention and promotion of health care associated early detection of deviation from the norm. The course will be on the identification of disabilities affecting the quality of health services. Prerequisites: APPLIED PHYSIOLOGY; N-312 Concepts and Skills of Health Assessment and Departmental permission. Spring semester.

460 Family and Community Health Practice (4 credits). Skills and basic principles of primary health care for families and in community group situations are explored in theoretical and clinical settings. Emphasis is on the impact of psychosocial and interpersonal communications in family and group situations. The student will assist the group meets with identification of strengths, alternative responses to stress to increase coping ability. Prerequisites: SO 240, Sociology of the Family and Departmental permission. Spring semester.

473 Change Agent, The Nurse's Role I (2 credits). The course will involve the exploration of program planning as an approach to change within the health care delivery system. Prerequisites: MG-305, Personnel Management and Departmental permission. Fall semester.

474 Change Agent, The Nurse's Role II (2 credits). The course will utilize educational and learning theories in staff development as methods of change within the health care delivery systems. Prerequisites: P-325, Educational Psychology and Departmental permission. Fall semester.

476 Change Process, The Nurse's Role I (2 credits). This course involves the implementation of management concepts-principles in initiating change within a health care agency. Prerequisites: Departmental permission. Spring semester.

477 Change Process, The Nurse's Role II (2 credits). This course will involve an indepth study of nursing leadership responsibilities in a selected health care agency with involvement in the implementation of a planned change. Prerequisites: Departmental permission. Spring semester.

480 Senior Nurse Practicum—Family Nurse Practitioner (4 credits). This practicum is designed for the student as an intensive course of practice to synthesize her preparation as a Family Nurse Practitioner. The student is expected to develop and carry out a research project focused on patient outcomes related to the interventions of Family Nurse Practice. The clinical practice will be conducted as a preceptorship with co-supervision by a nurse educator and physician. The setting will include a family centered caseload in either rural or urban areas for the 8 week period. Prerequisites: Departmental permission. Spring semester.

490 Overview of Acute Care Nursing Research (3 credits). This course presents an overview of ideas of nurses' contributions to professional nursing practice, including the identification and exploration of health care problems. Prerequisites: Applied Physiology: N-312 Concepts and Skills of Health Assessment and Departmental permission. Spring semester.

492 Senior Nurse Practicum—Acute Care (4 credits). The purpose of this practicum is for the student to synthesize knowledge and perfect skills in a chosen area of acute care nursing. Prerequisites: MG-301, Principles of Management and Departmental permission. Spring semester.


RD RADILOGIC TECHNOLOGY

200 Introduction to Radiologic Technology (2 credits). Students will be introduced to the department of radiology in planned laboratory experiences. Special emphasis is placed on fundamental principles of x-ray production, protection and patient care. Prerequisite: Admission to the program.
201 Clinical Practicum (1 credit). To be taken concurrently with RD 200.

204 Foundations of Radiologic Technology (3 credits). The course is designed to provide the student with the opportunity to acquire knowledge skills in radiographic imaging production and film processing, exposure factors, medical terminology and radiographic film quality. Prerequisite: RD 200.

205 Clinical Practicum (1 credit)

210 Basic Skeletal Positioning (2 credits). The course provides the student with the opportunity to practice skeletal positioning with radiographic, fluoroscopic, and mobile equipment. Film critique sessions will be an important part of this learning experience. Prerequisite: RD 220 and RD 204.

211 Clinical Practicum (1 credit). To be taken concurrently with RD 210.

220 Head and Visceral Positioning (2 credits). Radiographic positioning of the skull, sinuses, mastoids, and viscera will be taught and special projections of these anatomical areas will be discussed. Film critique will be used as an important tool in teaching this course. Prerequisite: RD 210.

221 Clinical Practicum (1 credit). To be taken concurrently with RD 220.

230 Radiographic Quality (1 credit). Formulaion of radiographic techniques and an in-depth study of latent and manifest image formation using student demonstration and practice involving the principles of film quality. Prerequisite: RD 200 and RD 204.

240 Technique and Exposure (1 credit). Devices and accessories which control, influence and enhance the radiograph will be discussed in detail. Students will learn how to convert the technical factors involved in the production of an image and to critique films in regards to these factors. Laboratory experiences will provide practice in these procedures. Prerequisite: RD 210 and RD 230.

260 Special Radiographic Procedures (2 credits). Specialized and highly technical procedures in radiography are surveyed. Skills in nursing and surgical procedures will be presented. Prerequisite: RD 210, RD 230, and RD 250.

Upper Division

310 Positioning and Film Critique (2 credits). Radiographic positioning for examinations where contrast media is used will be taught in both a classroom and laboratory setting. Skills and techniques required in radiographic of the pediatric patient are included. Radiographs will be analyzed in relation to positioning, exposure, and identification. Prerequisite: RD 220 and RD 240.

311 Clinical Practicum (1 credit). To be taken concurrently with RD 310.

320 Advanced Positioning (2 credits). This course is designed to increase the student's knowledge and understanding of special radiographic problems. Prerequisite: RD 310 and RD 330.

321 Clinical Practicum (1 credit). To be taken concurrently with RD 320.

330 Radiation Therapy and Nuclear Medicine (2 credits). The principles, aims and techniques of applying ionizing radiation to the human body are studied. The use, care, dosage, and physical properties of most radioactive elements and radionuclides are taught. Prerequisite: RD 240, RD 250, and Physics.

350 Medical and Surgical Diseases (2 credits). The patient with medical problems and the effect of pathology on film will be discussed to improve the technical ability of the student. Prerequisite: RD 220, RD 240, and RD 260.

Radiologic Technology Clinical Practicum. Supervised experience within the hospital Radiology Department with opportunities to perform all routine diagnostic procedures. In addition, time is provided for experience in vascular procedures, radiation therapy, nuclear medicine, and emergency procedures. Prerequisite: Admission to the program.

275 (6 credits).

285 (6 credits).

286 (6 credits).

285 (6 credits).

285 (6 credits).

285 (6 credits).

RT RESPIRATORY THERAPY

201 Respiratory Therapy Cardiopulmonary Physiology (3 credits). The course provides a background in normal physiological functions of the pulmonary and circulatory systems. Prerequisite: Core course of first year Respiratory Therapy program. Two lectures, 1 laboratory period. Spring semester.

205 Advanced Respiratory Therapy I (9 credits). The course provides advanced study and clinical practice in concepts of airway management, cardiopulmonary resuscitation, emergency procedures and long term ventilation in a hospital setting. Instruction in the care and maintenance of equipment used in clinical practice will be provided. Three lectures, 6 laboratory periods per week. Prerequisite: RT 201. Fall semester.

210 Respiratory Therapy Theory and Clinical Practice (6 credits). The study of gas, aerosol, and humidity therapy techniques as used in the hospital. Drug therapy related to these techniques is presented. Instruction on care and maintenance of equipment used in clinical practice is provided. Five lecture and 5 lab periods. Prerequisite: Admission to the Respiratory Therapy program. Summer.

221 Advanced Respiratory Therapy (12 credits). The course provides advanced study and clinical practice in gas analysis, spirometry, long term ventilation, pulmonary function, and pathophysiology in a hospital setting. Prerequisites: RT 205 and RT 201. Spring semester.

298 Respiratory Therapy Professional Seminar (3 credits). Focuses on the ethics and medico-legal aspects of administering a Respiratory Therapy Department. In addition, the problems of budgeting, facilities, personnel, in-service education, record systems, and interdepartmental relations are considered. Prerequisite: RT 205 or consent of instructor. Spring semester.
PART VIII

Graduate School

Dean: Kenneth M. Hollenbaugh, Ph.D.

PROGRAMS

Boise State University offers the graduate degrees of Master of Business Administration, Master of Arts in Elementary Education, Master of Arts and Master of Science in Secondary Education, and Master of Public Administration.

Areas of Emphasis

The Master of Arts in Elementary Education includes three areas of emphasis: (1) Curriculum in Education; (2) Curriculum in Reading Education; and, (3) Curriculum in Education - Core Enriched. Specifics for each emphasis are included within the School of Education section of the Bulletin.

The Master of Arts/Science in Secondary Education includes an emphasis in each of the following areas: (1) Art; (2) Business Education; (3) Chemistry; (4) English; (5) Geology; (6) History; (7) Mathematics; (8) Music; and, (9) Theatre Arts. Specifics for each emphasis are included within the subject sections of the Bulletin.

The Master of Public Administration degree program has 3 areas of emphasis: (1) General, (2) Human Services, and (3) Criminal Justice.
THE GRADUATE FACULTY

Ordinarily, the Graduate Faculty are also members of the faculty of a department in one of the schools — Arts and Sciences, Business, or Education.

GENERAL INFORMATION

FOR GRADUATE STUDENTS

Application for admission to the graduate programs or general graduate study as an unclassified graduate may be made at any time. It is recommended, however, that at least two months before the first enrollment, the Admissions Office will have received the application for admission and transcripts of all undergraduate and graduate work. This will provide sufficient time to process the application prior to the semester the applicant wishes to commence his graduate study. Petitions for exceptions will be directed to the Boise State University Admissions Office by the Registrar of the college or university which the applicant previously attended. For that purpose the applicant should communicate with the Registrars concerned and then allow them sufficient time to process and mail the transcripts.

All documents received by the University in conjunction with such applications for admission become the property of Boise State University. Under no circumstances will they be duplicated, and the original returned to the applicant or forwarded to any agency or other college or university.

Students who hold a Bachelor's or higher degree and enroll at BSU are classified as graduate students by the registrar.

For Admission to the Graduate School

A student may be admitted to the Graduate School at Boise State University when the following admissions criteria have been met:

1. The applicant has earned a Bachelor's degree from an accredited institution, or furnishes proof of equivalent education.
2. The applicant has maintained a grade point average which meets the minimal requirements of the School in which he wishes to enroll. Student interested in graduate work in business are directed to page 107; education students should see page 127.
3. Completion of the predictive examination required by the department as listed under departmental criteria. Students interested in graduate work in business are directed to page 85; education students should see page 100.
4. Recommendation for admission by the department in which the student expects to work and approval by the Graduate School.

Special Status Classification

Persons who feel qualified to profit from graduate courses may enroll in these under "Special Status" provided all of the following conditions are met:

1. There is space available in the class.
2. The instructor, after counseling the applicant, is satisfied that he can profit from the course.
3. The student signs a waiver form which states that he understands that he has not been admitted to graduate school; that there is no commitment to accept his special status credits toward a degree, if he should be admitted.
4. No more than nine credit hours taken in special status may be included in any graduate degree program at BSU without waiver by the graduate dean upon recommendation by the school or department in which the student will work.

Graduate Status Classifications For Matriculated Students

Applicants may be admitted to the Graduate School under three classifications.

Regular Status: The student has been admitted with full graduate status into a graduate degree program and has received official institutional notification to this effect.

Provisional Status: An applicant may be admitted to the Graduate School with provisional status if the department or academic unit in which he plans to study requires additional evidence of his qualification for admission with regular status. No student may maintain provisional status indefinitely. The department or academic unit concerned will normally make a final determination on a student with provisional status by the time he has completed twelve (12) credits of approved study.

Unclassified Status: An applicant whose academic record indicates that he is qualified to study on the graduate level, but who is not pursuing a graduate degree program, may be admitted to the Graduate School in an unclassified status. Credit for such work must be approved by the department or academic unit concerned. After a review of the proposed program of study has been made. This status is intended for students seeking some definite educational objective related to but distinct from the MBA or MA degrees. Students not seeking a graduate degree but who desire graduate level independent study, internships, or similar credits are placed in this category.

Graduate Courses for Undergraduate Credit

Boise State University "seniors" may take up to two 500 level courses for upper division credit applied to their bachelors degree program. The necessary permit forms are available through the Admissions Office and the office of each dean. Determination of what constitutes a "senior" for the purposes of this policy is left to the graduate dean.

Graduate Credit for Seniors

A Boise State University senior with the approval of the department in which he plans to work and the Graduate Dean may enroll for graduate credit during his senior year if the credits will not prejudice his graduation during that academic year. The necessary Senior Permit Forms are available at the Admissions Office, and the office of each dean. Credits earned in this manner are "reserved" to count toward a graduate degree at BSU.

Scholarship Requirements

Academic excellence is expected of students doing graduate work. A student whose academic performance is not satisfactory may be withdrawn from the degree program by the Dean of the Graduate School upon the recommendation of the department or academic unit concerned.

To be eligible for a degree in the Graduate School, a student must achieve a grade point average of "B" (3.00) or better in all work, exclusive of deficiencies, specifically included in his program of study. No grade below "B" may be used for any 300 or 400 level courses in a graduate program. Grades below "C"
cannot be used to meet the requirements of a graduate degree. Grades on transfer work will not be included in computing grade point average.

Repeat, Retake Policy

A student who earns a grade of "D" in a graded 500 series course at Boise State University may include no more than one repeated course toward a master's degree program. A sequence graded as a single unit (like TE-570, 571) will be counted as one course, one repeat, for the purposes of this policy. A student who earns a grade of "F" may not count a retaken course toward any master's degree program at Boise State University.

This rule implies that a student who gets an "F" in a required core course in the MA program (TE-570, 571) is automatically excluded from further master's degree work. With a "D" in one of these courses there is a single chance of redemption.

*Any F in any course in the MBA program will be cause for immediate dismissal.*

Credit Requirements

A minimum of thirty (30) semester credits of course work approved by the graduate student's supervisory committee is required. More than thirty (30) semester credits may be required in certain programs.

Supervisory Committee Assignment

Upon admission of the applicant with regular graduate status, a supervisory committee, consisting of a chairman and other faculty members, will be appointed by the department fielding the program. This supervisory committee or the advisor, as determined within each degree program of study, will establish with the student a program of study, direct any thesis or graduate projects, and administer his final examination(s).

Students admitted with provisional status will be assigned a temporary advisor who will be responsible for building a tentative program of studies. This advisor will guide the student with respect to meeting the stipulations of the provisional admission. Once the provisional stipulations have been satisfactorily met by the student, the department concerned will recommend to the Dean of the Graduate School that the student be admitted with regular graduate status.

Residence Requirements

A minimum of twenty-one (21) semester credits of approved graduate work taken on the university campus is required. This requirement does not apply to students enrolled in any inter-institutional cooperative graduate program offered jointly by BSU and the other Idaho Universities.

Transfer of Credits

A maximum of nine (9) semester graduate credits taken at other institutions may be transferred for credit toward a Master's Degree provided the courses are an acceptable part of the program of study planned by the student's supervisory committee. Such courses must have been taken in an accredited college or university. Only courses with "A" or "B" grade may be transferred to Boise State University for application to a graduate degree. In general, the transfer of extension credits is discouraged. Exception may be made by departments after a detailed examination of the specific courses taken. No correspondence courses will be accepted for graduate credit. All appropriate graduate work taken through inter-institutional cooperative graduate programs, if approved by the schools fielding the program, can be accepted as residence credit.

Time Limitations

All work offered toward a master's degree from Boise State University must be completed within a period of seven (7) calendar years. The seven (7) year time interval is to commence with the beginning of the oldest course (or other academic experience) for which credit is offered in a given master's degree program, and the interval must include the date of graduation when the master's degree from Boise State is given.

Challenge Policy

The provisions of the challenge policy stated in the catalog section, Admission Requirements to the College under subsections - Challenging Courses - Granting Credit by Examination (see page 5) apply to graduate courses. In particular, the decision to allow or not to allow challenges will be made by the department fielding the course to be challenged. For interdisciplinary courses, the decision will be made by the school officer in charge of the graduate program to which the course applies.

Foreign Language Requirements

Language requirements are determined by the department concerned. If a foreign language is required, the student must demonstrate that he possesses a reading knowledge of a language specified by the department.

Thesis Requirements

The requirement of a thesis or similar project is determined by the department or interdisciplinary unit concerned. The final copy of the thesis must be reviewed by the student's supervisory committee and submitted to the Dean of the Graduate School at least three (3) weeks before commencement.

Candidacy

A student should apply for admission to candidacy and graduation as soon as he has completed twelve (12) hours of graduate work with a grade point average of at least 3.00 in an approved graduate program of study, has removed all listed deficiencies, and has met any specified foreign language requirements.

Candidacy involves specifying — on the appropriate form — the list of courses and projects which comprise the students program. Changes in the planned program after admission to candidacy must be recommended in writing by the student's committee or advisor and be approved by the Dean of the Graduate School.

Program Development Form

Graduate students in Regular or Provisional Status will complete a Program Development Form with their advisor or committee before the end of the first academic period (summer, fall, or spring) in which they take graduate work at Boise State University, after having been notified of admission in Regular or Provisional Status.

This rule does not apply to students admitted in Unclassified Status, nor does it apply to Special Status Classification students (these are admitted only to Boise State University and not to the Graduate School) because these students are not candidates for a graduate degree.

The Program Development Form will be available from the schools offering graduate degree programs. The advisor or committee will file the Program Development Form with the graduate school upon completion. Each change in program must be completed by filing a new Program Development Form showing the changes from the previous form.

Changes in the Program Development Form, prior to admission to candidacy, are made by the student's committee or advisor, as determined within each degree program, and approved by the Dean of the appropriate school.

Any courses being offered as transfer credit, as credit reserved, or as residence credit through any inter-institutional cooperative program must be credited at the time the Program Development Form is originally filed, or before the end of the first academic period (summer, fall or spring) after which the credit has been earned, whichever is the earlier date.

It is the responsibility of the graduate student to keep all program changes up to date.

Final Examination Requirements

The requirement of a final examination, written, oral, or both, in any non-thesis non-project program is optional with the
GRADUATE SCHOOL

department or interdisciplinary unit which fields the student's program. When the examination is required, it is administered by the unit concerned. The dates for these examinations are set by the Graduate School once each semester and summer session. They are listed in the calendar of the BSU Bulletin. A student is not eligible to apply for the final examination until he has been admitted to candidacy (filed the candidacy and graduation form).

Failure in the examination will be considered terminal unless the supervisory committee recommends, and the Dean of the Graduate School approves, a re-examination. Only one re-examination is permitted. At least three months must elapse before a re-examination may be scheduled.

The requirement of a final examination in defense of any thesis or project is optional with the department or interdisciplinary unit concerned. When required, a final examination in defense of the thesis or project must be conducted at least three weeks before commencement. On a final oral examination in defense of a thesis or project, an additional member, who may be from outside the department or school, may be appointed by the Graduate Dean at his discretion. Application for the final comprehensive examination(s) is made through the office of the dean of the school fielding the program.

Application for Predictive Examinations

As previously indicated, predictive examination scores may be required by certain departments. With respect to those departments which stipulate as part of the admissions criteria performance scores from predictive examinations, it is necessary that application be made without delay to take the examination.

Education students are not required, at the present time, to take a predictive examination and consequently have no need to make application for taking the predictive examination.

Students wishing to pursue graduate study in Business Administration should contact the Office of the Dean, School of Business, Boise State University, to secure the forms necessary to make application for taking the predictive examination called the ATGSB. Every effort should be made to take the ATGSB as soon as possible because students will not be given program status before the ATGSB results are reported. Courses taken before the student is admitted (i.e. "Special status" courses) will not necessarily be allowed toward the M.B.A., even if the student is admitted subsequently.

Credit Limitation in Courses Graded Pass or Fail and Independent Study

599—Conference and Workshop

A maximum of three (3) credits earned with a grade of P will be allowed toward the credit requirements for a master's degree at Boise State University.

596—Independent Study

Master's programs at Boise State University may include independent study credits, at the discretion of the graduate student's supervising committee or professor, through a limit of semester or session. The school of business has a limitation 3 credits Internship and/or Independent Study for MBA students.

Elementary Education with Core Enrichment

The curriculum in Elementary Education with Core Enrichment is essentially the same as the curriculum in Elementary Education. The distinctive feature is that an approved program may be designed for specialization in a given departmental area such as art, humanities, mathematics, music, or science, to name just a few possibilities. Approved programs will include the basic elementary core of nine (9) semester hours and will allow no more than fifteen (15) of the remaining hours to be in any one departmental area. Various departments in The School of Arts and Sciences offer graduate courses designed especially for students in the Elementary Education programs.

Limitations on Student Course Loads

Graduate students seeking to take courses for graduate credit only in the evening or only in the early morning and in the evening (due to full-time day employment) may not take more than a total of two such courses in any one semester or summer session. Waiver of this rule will not be granted by the Dean of the Graduate School without the explicit recommendation of the dean of the school responsible for the student's program.

Course Numbering System

Courses numbered 500 and above are intended primarily for graduate students. The number designates the educational level of the typical student in the class—i.e., he has graduated from college.

Other courses than graduate, numbered at the 300 or 400 levels, may be given g or G designation to carry graduate credit. The department or school concerned will have the right to limit the number of g or G credits which can count toward any degree for which it has responsibility, and in no case can more than one-third of the credits in a degree program be in courses at the 300 and 400 level. No course numbered below 500 carries graduate credit unless the letter G or g is affixed.

A department or school which uses g and G designations will use them to have the following significance:

1. g courses carry graduate credit only for graduate students in majors outside of the area of responsibility of the department or school.

2. G courses carry graduate credit for students both in the department or school, and for other students as well.

APPLICATION FOR GRADUATE DEGREE

The last step in completing a graduate program consists of arranging for final record checking. To accomplish this, one completes the form entitled Application for Graduate Degree which can be obtained from the Admissions Office or from the Dean of Business or Education. Arrangements to order cap and gown for the graduation ceremony may be completed at the bookstore at the time of filing this application form.

University-Wide Numbering of Graduate Offerings:

580-589 Selected Topics

590 Practicum

591 Project

592 Colloquium

593 Thesis & Thesis

594 Extended Conference or Workshop (Graded A-F)

595 Reading and Conference

596 Independent Study

597 Special Topics

598 Seminar

599 Short-Term Conference or Workshop (Graded Pass or Fail). This number is available in any semester or session for courses meeting three (3) weeks or less.

Course listings and descriptions for graduate and undergraduate courses available for graduate credit can be found in the departmental listings of courses.
PART IX

Area Vo-Tech School

Director: Gilbert McDonald Miller
Assistant Director: Glen Linder

Vocational Counselor:
   Callies, Quinowski, Trimble

Adult Basic Education:
   Huff

Adult Program Coordinator:
   Rodgers

Air Conditioning, Heating, and Ref.
   Tucker

Auto Body:
   Curtis, Emeritus: Trapp

Auto Mechanics:
   Fuerher, Haydon, King, Emeritus: Fleshman, Snell

Child Care Services:
   Correll, Lingenfelter

Dental Assisting:
   MacInnis

Drafting Technology:
   Burkey, Leigh, Watts, Weston

Electrical Lineman:
   Waugh

Electronics:
   Cofield, LaRue, Millard

Food Service:
   Hoff, Smith

Heavy Duty Mechanics — Diesel
   Alonzo, Warner

Horticulture:
   Griffith, Oyler

Industrial Plant Maintenance:
   Arambari

Machine Shop:
   Baggerly, Clarkson Emeritus: Hager
OBJECTIVES OF VOCATIONAL EDUCATION

To provide the opportunity for state and local citizens to acquire the education necessary:

(a) To become employed, to succeed, and to progress in a vocational-technical field.
(b) To meet the present and anticipated needs of the local, state, and national economy for vocational-technical employees.
(c) To become contributing members of the social, civic and industrial community.

Curriculum Changes:

Curriculum changes may be made at any time with the approval of the Curriculum Committee to meet the needs of industry.

Admissions Requirements:

Application materials may be obtained from the Director of Admissions Office, Boise State University.

(a) To fully matriculate a student must have on file in the Admissions Office: a completed application, $10 fee, and physical exam.
(b) Educational Background: Request a transcript of High School credits and, if applicable, a transcript of College credits be sent by the institution(s) directly to the Vocational Technical School.
(c) Aptitude Test: Contact the nearest local office of the Department of Employment and request a General Aptitude Test Battery to be taken and request that the office send the results directly to the Vocational Technical School, Boise State University, Boise, Idaho 83725.
(d) Pay $75 advance registration fee. This fee will apply on the regular registration fee.
(e) Personal Interview: A personal interview is required.
(f) High school graduation is recommended but is not required to enter a vocational or technical program, provided one has been out of high school one complete semester.

VOCATIONAL

Two Year Programs

HO HORTICULTURE SERVICE TECHNICIAN—CURRICULUM

(Landscape Construction and Maintenance)

The landscape construction and maintenance curriculum has for its objective the preparation of students for employment in the landscape, nursery and greenhouse industries. This includes both the production, sales and service areas of these major fields. The training stresses the design of landscapes, their interpretation and construction including costs, but the production of nursery plants, plant propagation, the design of landscapes, and landscape planting is also covered. Graduates of the horticulture curriculum qualify for positions in nursery and floral establishments as well as in parks, grounds and highway departments. They may also enter the fields associated with plant propagation, nursery sales, greenhouse work and sales in the related fertilizer and insecticide fields. Credits in this course of study are not counted towards an academic degree.

FRESHMAN YEAR:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
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<tr>
<td>HO 101-102 Horticulture Laboratory</td>
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<td>5</td>
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<tr>
<td>HO 111-112 Communication Skills</td>
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<tr>
<td>HO 131-132 Related Basic Mathematics</td>
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<td>3</td>
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<td>HO 141-142 Related Basic Science</td>
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SOPHOMORE YEAR:

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<tr>
<td>HO 201-202 Horticulture Laboratory</td>
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<tr>
<td>HO 241-242 Related Science</td>
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<td>HO 251-252 Horticulture Theory</td>
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<td>HO 282 Occupational Relationships</td>
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<td>HO 271 Individual Project</td>
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<td>3</td>
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<tr>
<td>MM 213 Credits and Collections</td>
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<td>2</td>
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<tr>
<td>MM 101 Salesmanship</td>
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<tr>
<td>Total</td>
<td>17</td>
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COURSES

101 Horticulture Laboratory (5 credits). Applying the related and theory content to the solution of practical problems in horticulture. Specific areas of application to include: exploring occupational opportunities; identification of plants by the use of descriptive terms; identification of biennial and perennial flowering plants; use of scientific names; classifications and botanical structures of plants; climatic factors limiting growth; soils; and soil amendments. Fifteen clock hours per week.

102 Horticulture Laboratory (5 credits). Applying the related and theory content to the solution of practical problems in horticulture. Specific areas of application to include: exploring occupational opportunities; identification of plants by the use of descriptive terms; identification of biennial and perennial flowering plants; use of scientific names; classifications and botanical structures of plants; climatic factors limiting growth; soils; and soil amendments. Fifteen clock hours per week.

111-112 Communication Skills (3 credits). To manage symbols and discover meaning, candidly, clearly and exactly is the performance objective of Communication Skills. As trainee, worker, citizen and human being, regardless of preparation and background, each student is provided opportunity through individual and group projects to identify and resolve communication issues relevant to his own need and career. This is a non-graded, two semester, credit course designed to maximize personal involvement.

131-132 Related Basic Mathematics (3 credits). First semester — developing comprehension of the basic principles of mathematics. Specific areas include addition, subtraction, multiplication, division, fractions, percentages, denominate numbers, square root, mensuration. Second semester — developing comprehension of the principles of related bookkeeping and accounting. Specific areas to be covered to include: income and expense accounts, general journal and ledger, sales and purchases, inventories; payroll, etc. Three clock hours per week.

141-142 Related Basic Science (2 credits). First semester — developing comprehension of the scientific principles utilized in: (1) plant identification, (2) plant growth and development; (3) limiting factors, (4) soils. Second semester — developing comprehension of the scientific principles utilized in: developments which aid plant propagation, construction materials, insecticides, pesticides. Two clock hours per week.

151-152 Horticulture Theory (5 credits). First semester — developing comprehension, analysis, and evaluation of the following: (1) introduction into the field of horticulture; (2) plant classifications and growth; (3) plant identification; (4) soils and soil amendments. Second semester — developing comprehension, analysis, and evaluation of the following: plant propagation (sexual); growing containers; insect and disease control. Seven clock hours per week.
201 Horticulture Laboratory (5 credits). Applying the related and theory content to the solution of practical problems in horticulture. Specific areas of application include preparing landscape drawings, making concrete, blocks, stone, and wood structures, growing greenhouse crops, and basic first aid. Fifteen clock hours per week.

202 Horticulture Laboratory (5 credits). Applying the related and theory content to the solution of practical problems in horticulture. Specific areas of application include preparing landscape drawings, making concrete blocks, stone, and wood structures, growing greenhouse crops, and basic first aid. Fifteen clock hours per week.

241 Related Science (2 credits). Developing comprehension of the scientific principles utilized in: (1) plant growing and (2) materials of construction.

242 Related Science (2 credits). Developing comprehension of the scientific principles utilized in: (1) power equipment; (2) slawn and shuve maintenance; and (3) plant wounds.

251 Horticulture Theory (5 credits). Developing comprehension, analysis, and evaluation of the following: (1) various types of constructional materials; (2) materials of construction; i.e., concrete, mortar, block, brick, stone, wood, etc; (3) greenhouse crops; (4) first aid. Seven clock hours per week.

252 Horticulture Theory (5 credits). Developing comprehension, analysis, and evaluation of the following: (1) power machines as used in horticulture, i.e., mowers, tillers, saws, shredders, sertifiers, bud cutters, pesticide applications, etc; (2) turf, shrub, and tree management procedure; (3) prevention and treatment of plant wounds. Seven clock hours per week.


271 Individual Projects (3 credits). Providing the opportunity for the student to apply all his prior education in planning, developing, and completing a unique, practical horticultural project.

MS MACHINE SHOP

The machinist's course consists of shop work and related instruction in the use of hand and machine tools together with classroom instruction in problems and technical information related to the trade. Credits in this course of study are not counted toward an academic degree.

FRESHMAN YEAR:

1ST SEM. 2ND SEM.
MS 101, 102 Machine Shop Laboratory ................................................. 8 8
MS 111 Communication Skills ................................................................. 3 3
MS 121, 122 Related Blueprint Reading ................................................. 2 2
MS 151, 152 Related Theory ................................................................. 6 3

SOPHOMORE YEAR:

1ST SEM. 2ND SEM.
MS 201, 202 Advanced Machine Shop Laboratory ..................................... 8 8
MS 231 Related Basic Mathematics .......................................................... 6 6
MS 232 Related Advanced Math .............................................................. 8 8
MS 262 Occupational Relationships ....................................................... 2 2

COURSES

MS MACHINE SHOP

101, 102 Machine Shop Laboratory (8 credits). The course covers safety, good shop practice, good work habits, and production rates. The set-up and operation of the lathes, milling machines, drill presses, shapers, power saws, grinders, bench work, layout, and the use of special attachments. Twenty laboratory hours per week each semester.

111 Communication Skills (3 credits). To manage symbols and discover meaning, candidly, clearly and exactly is the performance objective of Communication Skills. As trainee, worker, citizen and human being, regardless of preparation and background, each student is provided opportunity through individual and group projects to identify and resolve communication issues relevant to his own need and career. This is a non-graded, two semester, credit course designed to maximize personal involvement.

124-125 Related Blueprint Reading (2-2 credits). A study of the principles and techniques of reading blueprints as applied to the Machine Shop. The mathematics of fractions, decimals, and angular dimensions will also be studied. The sketching and drawing of actual shop type prints will enable the student to better understand the techniques used in the reading of Machine Shop blueprints. 4 hours per week lecture and lab.

151, 152 Related Theory (6-3 credits). This course provides the knowledge necessary for the machinist student to understand the machining processes and their appreciation as practiced in the laboratory course. Safety is emphasized in all phases of instruction.

COURSES

W WELDING COURSES

101-102 Welding Laboratory (8 credits). This course covers oxyacetylene burning by manual and automatic methods: oxyacetylene welding and brazing; arc welding using mild steel and low alloy steel electrodes in all positions: continuous wire feed welding processes; and submerged arc welding processes. The successful completion of this phase of the program will prepare the student for employment as a production welder or to take the second year of the program. Twenty clock hours per week each semester.

111 Welding Communications (3 credits). To manage symbols and discover meaning, candidly, clearly and exactly is the performance objective of Communication Skills. As trainee, worker, citizen and human being, regardless of preparation and background, each student is provided opportunity through individual and group projects to identify and resolve communication issues relevant to his own need and career. This is a non-graded, one semester, credit course designed to maximize personal involvement.

131-132 Related Basic Mathematics (3 credits). Basic review of addition, subtraction, multiplication and division of fractions, decimals, and mixed numbers with application to basic blueprint reading, layout problems, framing square and weld symbols.

151-152 Welding Theory (2 credits). This course provides the knowledge necessary for the welding student to understand the welding processes and their appreciation as practiced in the laboratory course. Safety is emphasized in all phases of instruction.
The set-up, care and maintenance of oxyacetylene equipment as well as the theory of oxyacetylene burning, welding and brazing is studied. Arc welding equipment and methods are studied with the selection of electrodes for welding of mild and low alloy steels. Continuance feed and submerged arc welding processes are covered. Four hours per week both semesters.

201-202 Advanced Welding Laboratory (8 credits). Pipe welding in the horizontal and vertical fixed positions. Heliarc and semi-automatic inert gas welding of similar and dissimilar metals and exotic metals. Stress relieving and heat treatment of metals. Twenty clock hours per week each semester. Prerequisite: Welding Laboratory W-102.

212 Shop Management (3 credits). This course covers shop safety, determining welding cost, for job, quality control and installation and maintenance of equipment. Three clock hours per week.

231-232 Related Advanced Mathematics (3 credits). Blueprint reading, layout and design, fitting layout and details. Basic Algebra, Geometry, blueprint reading, layout and design. Three clock hours per week each semester. Prerequisite: Related Basic Mathematics W-12.

241-242 Welding Science (4 credits). First semester — Study of the basic metallurgy properties of metals and tests to determine their uses; the iron carbon diagram and the part carbon plays in the production of steel. Second semester — Study of the American Society of Mechanical Engineers Boiler and Pressure Vessel Code and Procedures. Operators' qualifications, heat treatment of steels, testing and inspection of welds, behavior and influences of alloys in irons, steels and exotic metals, thermal curves, freezing alloys, structural composition, changes in the solid state and carbide precipitation and its effect on the chrome steels. Workability of these metals.


TECHNICAL

Two Year Programs

BM Business Machine Technology

The course and outline in Business Machine Technology has been developed to give the student of the course enough basic knowledge to be productive and able to perform the average job without any additional training. He will be qualified to make maintenance contract inspections, make proper mechanical adjustments and do general shop work. He will also be in a position to receive on-the-job training by his employer to become a highly specialized mechanic. He will be trained in Basic Electronics, testing procedures, and maintenance techniques for manual, electric, and electronic business machines. This is a two-year course and credits are not counted toward an academic degree.

FRESHMAN YEAR:

1ST SEM.

BM-101-102 Business Machine Lab ............ 4
BM-143-144 Related Elect. Theory .......... 4
BM-145-146 Related Electronics Lab ....... 2
BM-151-152 Rel. Basic Theory ............... 7

2ND SEM.

BM-101-102 Business Machine Lab ............ 4
BM-143-144 Related Elect. Theory .......... 4
BM-145-146 Related Electronics Lab ....... 2
BM-151-152 Rel. Basic Theory ............... 7

SOPHOMORE YEAR:

1ST SEM.

BM-201-202 Adv. Business Machine Lab ...... 4
BM-243-244 Adv. Digital Electronics ...... 2
BM-251-252 Adv. Business Mach. Theory ... 7
BM-262 Occupational Relationships ......... 2
BM-111 Communication Skills .............. 3

2ND SEM.

BM-201-202 Adv. Business Machine Lab ...... 4
BM-243-244 Adv. Digital Electronics ...... 2
BM-251-252 Adv. Business Mach. Theory ... 7
BM-262 Occupational Relationships ......... 2
BM-111 Communication Skills .............. 3

COURSES

BM BUSINESS MACHINE TECHNOLOGY

101-102 Business Machine Laboratory (4 credits). A self-paced workshop where the student is able to practice concepts taught in BM 151 and 152 with special emphasis on dismantling, cleaning, oiling, adjusting, and quality control of business machines. 10 clock hours per week.

111 Communication Skills (3 credits). To manage symbols and discover meaning, candidly, clearly, and exactly is the performance objective of Communication Skills. As trained, worker, citizen and human being, regardless of preparation and background, each student is provided opportunity through individual and group projects to identify and resolve communication issues relevant to his own need and career. This is a non-graded. one semester, credit course designed to maximize personal involvement.
### COURSES

#### CC CHILD CARE

- **101 Introduction to Child Development** (3 credits). A beginning study of child growth and development, the individual needs of children, and an understanding of the methods of guidance and discipline for preschool children.
- **111, 112 Communication Skills** (3 credits). To manage symbols and discover meaning, candidacy, clearly, and exactly in the performance objective of Communication Skills. As trainer, worker, citizen and human being, regardless of preparation and background, each student is provided opportunity through individual and group projects to identify and resolve communication issues relevant to his own need and career. This is a nongraded, two semester credit course designed to maximize personal involvement.
- **125-126 Contracted Field Experience in Early Childhood Programs** (1-1 credits). Individual contract arrangement involving student, instructor and cooperating community agency to gain practical experience in off-campus settings. The student will visit, observe, and participate in community child care settings.
- **135-136 Planning and Evaluation of Laboratory Experience** (2-2 credits). Classroom lecture and discussion to include lab observation and records as a basis for developing curriculum and guiding child behaviors. Methods of curriculum planning and evaluation, activity plans, classroom objectives, and staff performance and relations.
- **141 Health and Care of the Young Child** (2 credits). Safety practices in child care centers, basic nutrition, and general health education necessary for working with whom with whom she is working will be covered. Required in the course study will be the Red Cross multi-media first-aid emergency training. In compliance with state licensing regulations a Tuberculin test is also required.
- **161 Introduction to Child Development** (3 credits). Studies of guidance and discipline will be continued, along with some techniques of handling behavior problems in the nursery school. Classroom structure, theories of preschool instruction, and methods of nursery school teaching will be included.
- **171-172 Curriculum of the Young Child** (3-3 credits). Introduction to the curricula media suitable for preschool children. The course will include the theories of teaching young children in the preschool environment; the need for a curriculum in nursery school; the importance of children's play; and specific information and material in the following areas: creative art, books and story telling, music and rhythms, environmental science, and beginning number and letter recognition.
- **181-182 Child Care Laboratory** (3-3 credits). Observation and participation in the laboratory preschool. Students in this course will participate directly with children assuming the role of aide and assistant teacher. The student will plan and carry out with the curriculum, classroom arrangement: daily schedules, child guidance, and responsibilities of staff personnel.
- **201-202 Child Care Center Supervision** (3-3 credits). Observation and participation in the laboratory preschool. This course is designed to enable student to gradually assume responsibility for the total child care operation under the teacher in a child center planning the curriculum, coordinating and supervising staff responsibilities, conducting staff meetings, and planning daily and weekly recording the behavior of young children in preparation for child evaluations and parent-teacher conferences.
- **225-226 Contracted Practicum in Early Childhood Programs** (2-2 credits). By permission of instructor. A course designed to meet specific needs of the student as and skills in community child care settings. Individual contract arrangement involving student, instructor and cooperating agency to gain practical experience in off-campus settings.
- **231-232 Child Care Center Management** (2-3 credits). This course is designed to give the student a basic knowledge needed for the operation of a child care center as a business. Business arithmetic, record-keeping (financial, operational, staff, etc.), purchasing of equipment, materials and supplies, and employment of employees will be included.
- **235-236 Planning and Evaluation of Child Care Center Supervision** (1-1 credits). Classroom lecture and discussion to include management of child care programs, methods of supervising staff, child guidance techniques, curriculum and staff evaluations, methods of supervision, daily staff reports, classroom management, and curriculum development to meet specific needs of individual children.
- **241-242 Feeding Children** (2-2 credits). The nutritional requirements of preschool children will be emphasized. The course is designed to help the student plan, purchase, prepare and serve nutritious snacks and meals to children in child care and the development of positive mealtime attitudes. Emphasis will also be placed on the economics of good nutrition for a child care center.

#### PT PRE-TECHNICAL

**Sequence:**

This is a one-semester pre-technical sequence for those students who meet the recommended prerequisite courses deemed necessary to compete, complete and succeed in a regular vocational-technical curriculum, and is offered as a refresher course for those students who have had an excessive period of time lapse since their last formal schooling.

### COURSES

#### PT PRE-TECHNICAL

- **010 Blueprint Reading and Basic Mechanical Drawing** (3 credits). An introductory course in blueprint reading, sketching and drafting methods and procedures. Ten hours per week lecture-lab.
- **020 Introduction to Technical Communications** (3 credits.) A survey course of communication systems, use of technical libraries, forms, reports and technical language, word usage, spelling and proper form emphasized. Three hours per week lecture.
- **030 Introduction to Technical Mathematics** (4 credits equiv.). Survey and review of mathematical principles and methods. Uses of mathematics in technical fields with practical examples of application. Five hours per week lecture.
- **040 Science Survey** (4 credit equiv.). Review of science as related to technical industry with practical problems and applied solutions. Five hours per week lecture.
- **050 Technical Orientation** (1 credit equiv.). A survey course of the technical industry with several field trips and visits from representatives of various concerns that employ technicians. Three hours per week lecture.

### DRAFTING TECHNOLOGY

This curriculum is organized to provide engineering departments, government agencies, consulting engineers and architectural firms with a technician well trained in the necessary basic skills and knowledge of drafting. The student is required to develop and maintain the same standards and techniques used in firms or agencies that employ draftsmen. Credits in this course of study are not counted toward an academic degree. Drafting Technology curriculum is open to both male and female students. All courses are taught each semester, so that students may enter at the beginning of any regular semester.
The Electronics Technology program provides training for students desiring to enter the field of Electronics, working as team members with engineers in manufacturing, field troubleshooting, and research and development.

Credits in these courses of study are generally not counted toward an academic degree.

**ET ELECTRONICS — CURRICULUM**

**FRESHMAN YEAR:**

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<th>COURSES</th>
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<td>ET-101-102 Electronics Laboratory</td>
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<td>ET-104 Digital Computer Programming</td>
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<td>ET-111-112 Communication Skills</td>
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<td>ET-121 Electronic Drafting</td>
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<td>ET-131-132 Basic Electronics Math</td>
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<td>ET-141 Basic Physical Science</td>
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<td>ET-151-152 Electronic Theory</td>
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<td>ET-171-172 Circuit Analysis</td>
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**SOPHOMORE YEAR:**

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<td>ET-201-202 Adv. Electronic Laboratory</td>
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<td>ET-231-232 Advanced Electronic Math</td>
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<td>ET-241-242 Advanced Electronic Science</td>
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<td>ET-251-252 Advanced Electronic Theory</td>
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<td>ET-262 Occupational Relationships</td>
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<td>ET-271-272 Digital Electronics</td>
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<td>ET-281 Digital Systems Design</td>
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**COURSES**

**101 Electronics Laboratory (2 credits).** Study of basic electricity, color code, test equipment, LCR components, basic semiconductors. Ten hours laboratory per week.

**102 Electronics Laboratory (2 credits).** A continuation of ET-101. Basic radio receiver analysis, and basic amplifiers, printed circuit design and processing, logic circuits. Prerequisite: Electronics Laboratory ET-101. Ten hours laboratory per week.

**104 Digital Computer Programming (2 credits).** Course for Electronics majors to introduce programming principle and logic. Consideration given to input-output, arrays, functions, prerequisites ET-131 or equivalent. Two hours per week.

**111, 112 Communication Skills (3 credits).** To manage symbols and discover meaning, candidly, clearly and exactly is the performance objective of Communication Skills. As trainee, worker, citizen and human being, regardless of preparation and background, each student is provided opportunity through individual and group projects to identify and resolve communication issues relevant to his own need and career. This is a nongraded, two semester, credit course designed to maximize personal involvement.

**121 Electronic Drafting (1 credit).** Directed study designed to instruct the student in the practice of drafting schematics, good engineering lettering techniques, block-diagramming, flow diagnosis, and understanding symbols, dimensions and designs. One hour per week. (Pass-Fail)

**131-132 Basic Electronics Mathematics (4-4 credits).** First semester — Review of basic fundamentals of mathematics, algebra, geometry, and basic trigonometry. Second semester — A continuation of first semester, logarithms, and an introduction to analytical geometry. The course will prepare the student for calculus. Four hours per week.
COURSES

FT FOOD SERVICE TECHNOLOGY

101 Food Presentation Systems * Techniques (4 credits). This course covers the practical side of handling prepared food, but set and large liquid and solid food service practices in various situations such as that would be found in the food service industry. Twenty clock hours per week.

111 Communications Skills (2 credits). Each student is provided opportunity through individual and group projects to identify and resolve communication issues relevant to his own field of career. A two semester nongraded, credit course.

121 Purchasing, Storing and Receiving (3 credits). The practices of food purchasing, both theory and practical application. Includes storage and handling as well as food standards. Covers proper store room procedures, issuing, and record keeping and testing. Three clock hours per week.

131 Applied Mathematics (2 credits). A review of fundamental mathematical operations used in a food establishment. Includes the measurement of cooking standard formulas, guest checks, weights and measurements and business forms. Three clock hours per week.

133 Business Math and Machines (2 credits). Fundamental operations of arithmetic in relation to Foodservice Businesses. The student receives instruction on ten-key adding machines, calculators, etc.

141 Basic Nutrition (2 credits). Study of the fundamentals of nutrition as a factor of menu planning, food preparation and service. Two clock hours per week.

151 Food Theory and Techniques (5 credits). This course is to develop an understanding of the basic principles of cookery, skill and efficiency in preparation of foods; an appreciation of high standards of production, efficient use of time and attractive sanitary service of foods; an appreciation for the care and safe use of utensils and equipment, harmonious and cooperative working habits, and to introduce the student to the use of large equipment and to develop an understanding of the basic principles of cookery and also to gain knowledge of foods and their uses. Ten clock hours per week.

152 Menu Planning (3 credits). The characteristics of a good menu, types of menus, the relationship between menu planning and personnel and equipment, sales history and productions sheets will be studied to aid the student in writing successful menus. Two clock hours per week.

164 Food Standards (2 credits). The study of the factors to be considered when purchasing food. The use of certain factors when writing specifications for purchasing foods to meet the Standards set by their operations. How to cut costs regarding yield of specific grades of foods. This is a second semester course. Two clock hours per week.

201 Baking Laboratory and Theory (3 credits). Procedure and formulas used in industry bake shops. Preparation of bakery goods used at Boise Interagency Fire Center, including: bread, rolls, muffins, Danish pastry, sweet breads, cakes, etc. Six clock hours per week.

202 Restaurant Management (5 credits). Students are taught in the management phase both in the front and back of the house by acting as student chef, purchasing manager, dining room manager and other supervisory jobs for the Boise Interagency Fire Center mess hall. Sixteen clock hours per week.

203 Field Work (10 credits). Student is placed in restaurant under supervision of Chef. First to observe, then help, and finally do the production job while their paid employee observes. He does every position in the kitchen and or dining room. Twenty-four clock hours per week.

221 Catering and Beverage Control (3 credits). Practical approach to catering food service banquet, covering theory in personnel duties, guarantees, menu pricing, function room profits, forms and controls. Orientation into Bar Controls and Techniques. Also, Wine History and sales.

222 Seminar (2 credits). Two clock hours per week.

231 Restaurant Accounting and Office Procedures (3 credits). A study of the function of the profit and loss statement through the use of: income statement, payroll reports, sales income, time cards, records, reports, Federal and Social Security taxes, paychecks and figuring percentage of sales. Six clock hours per week.

241 Speciality Cooking (2 credits). This includes fine pastries, sugar work, tallow carving, ice carving, etc. Also, methods of cooking with wines and Brandies.

251 Advertising and Promotion (2 credits). This course covers the history and basic principles of advertising in relationship to the Food Service Industry. It also coordinates food merchandising and promotion towards increased sales volume. A four semester course. Two clock hours per week.

252 Demonstration Methods (2 credits). This course gives the student an opportunity to practice the demonstration technique. An opportunity to observe and critique a number of demonstration methods and an opportunity to judge objectively the work of others. A four semester course. Two clock hours per week.

MM FASHION MERCHANDISING — MID-MANAGEMENT

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MM MARKETING — MID-MANAGEMENT

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COURSES

**AB AUTO BODY**

121-122-123 Auto Body Laboratory (10-10-7 credits). The purpose of these courses is to develop and give practice in the skills needed by an auto body repairman. Subjects covered include the following: orientation, safety rules, shop housekeeping, auto-body repairs, body filling, painting, collision repair, and auto body repair and painting. Credits in this course of study are not counted toward an academic degree.

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**COURSES**

**AM AUTO MECHANICS 11 Month Program**

The modern developments in our enormous automotive industry demand the employment of highly skilled mechanics, well-trained in maintenance and repair techniques. This course provides the basic background and experience necessary for employment in the automotive mechanics field and allied vocations.

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<td>AM-101-102-103 Automobile Lab</td>
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<td>AM-151-152-153 Automotive Theory</td>
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**COURSES**

**AM AUTO MECHANICS**

101 Automotive Laboratory (10 credits). This course correlates with the Automotive Theory course AM 151. In this phase of the automotive course the student is instructed in the overhauling and repairing of engines and all internal parts. This phase of the training is on live work which gives the student a chance to work on actual cars. This includes practice in the field, checking and repairing steering and suspension, and wheel alignment. Safety and cleanliness are taught. This course is taught during the summer and fall, Ten hours per week.

102 Automotive Laboratory (10 credits). This course correlates with Automotive Theory AM 152. It is designed to train students in testing and repairing all electrical systems. The fuel system and carburetion are covered as well as all electrical systems. This includes practice in the field, checking and repairing steering and suspension, Wheel alignment is also included. Safety and cleanliness are taught. This course is taught during the summer and fall, Ten hours per week.

103 Automotive Laboratory (10 credits). This course correlates with Automotive Theory AM 153. Shop practice in the field, includes garage practices, experiments, trouble-shooting, proper diagnosis and repair of units in the engine. This course is taught during the summer and fall, Ten hours per week.

151 Automotive Theory (5 credits). The theory of the design, construction, maintenance and repair of automotive engines and fuel systems are studied in detail through the use of textbooks, manuals, visual aids, and lecture. Ten hours per week.

152 Automotive Theory (5 credits). This course relates the construction and operation of each of the subjects given in the laboratory course AM 101. Ten hours per week.
DA DENTAL ASSISTING—CURRICULUM
9 Month Program

The Dental Assisting Program consists of Dental Assistant Theory, Dental Laboratory instruction and Clinical Experience. Boise State University works with the Dental Advisory Board in planning and promoting the program and curriculum. Changes may be made at any time to take advantage of advances in the Dental profession.

Entrance requirements: High School Diploma or Equivalency Certificate, acceptable scores on the G.A.T.B., personal interview and aptitude testing. Typing is a prerequisite. The dental assistance courses are taught by a dentist and a dental assistant instructor.

This is an accredited program by the Council on Dental Education and the American Dental Assistant Association. Students are eligible to take the certification examination upon completion of the course.

VOCATIONAL TECHNICAL SCHOOL
One Year Program

COURSES

DA DENTAL ASSISTING

101-102 Dental Laboratory (4-3 credits). This course consists of practical laboratory training in manipulation of dental materials, instrumentation, sterilizing and cleaning, and pouring and trimming study models, custom trays, investing and casting, use of equipment and safety, and exposing and processing dental X-rays. Taken concurrently with DA 151-152. Fourteen clock hours per Fall semester. Six clock hours per Spring semester.

106 Dental Office Management (2 credits). The fundamentals of business practices as related to dentistry including bookkeeping, appointment control, supply control, business correspondence, as well as credit and collection procedures. Two clock hours per week.

108 Dental Office Management (2 credits). The fundamentals of business practices as related to dentistry including bookkeeping, appointment control, supply control, business correspondence, as well as credit and collection procedures. Two clock hours per week.

111, 112 Communication Skills (3 credits). To manage symbols and discover meaning, candidly, clearly and exactly is the performance objective of Communication Skills. As trainee, worker, citizen and human being, regardless of preparation and background, each student is provided opportunity through individual and group projects to identify and resolve communication issues relevant to his own need and career. This is a non-graded, two semester, course designed to maximize personal involvement.

151-152 Dental Theory (4-3 credits). Comprehensive introduction to basic theory relating to dentistry including bookkeeping, appointment control, supply control, business correspondence, as well as credit and collection procedures. Two clock hours per week.

151-152 Dental Theory (4-3 credits). Comprehensive introduction to basic theory relating to dentistry including bookkeeping, appointment control, supply control, business correspondence, as well as credit and collection procedures. Two clock hours per week.

DM HEAVY DUTY MECHANICS—DIESEL

11 Month Program

This program is designed to prepare students for employment as heavy duty mechanics in the trucking industry. Instruction will cover basics in design and fundamentals of operation of diesel and heavy duty gasoline engines as well as the other component parts of the truck. Instruction will be on mock-ups and live work in the shop.

COURSES

DM HEAVY DUTY MECHANICS—DIESEL

101-102-103 Diesel Laboratory (10-10-10 credits). This course provides the laboratory application of principles covered in the theory class. Basic instruction will be on mock-ups and shop units but most experience will be in making actual repairs to live units.


VOCATIONAL TECHNICAL SCHOOL
One Year Program

151-152-153 Diesel Theory (5-5-5 credits). A study of the design, construction, maintenance and repair of trucks, diesel and heavy duty gasoline engines. Shop safety, care and use of tools, internal combustion engines, transmissions and power trains, cooling systems, fuel systems, electrical systems, suspension and hydraulic and air brakes will be studied.


EL ELECTRICAL LINEMAN
11 month program

The Electrical Lineman curriculum provides the student with both field training and practical theory in all phases of power line installation and maintenance. The program is designed to produce a skilled apprentice lineman. In addition, the student will earn a completion card in the American Red Cross multi-media First Aid Course.

In the laboratory the student will work on real equipment such as transformers. In the field he will perform underground, overhead distribution, and construction and maintenance. The student will learn to work with all necessary tools and equipment of his craft with emphasis on safety at all times.

Credits in this course of study are not counted toward an academic degree.

COURSE NO. AND TITLE FALL SPRING SUMMER
EL-101-102-103 Lineman Lab .......... 10 10 10
EL-151-152-153 Lineman Theory ...... 5 5 5
EL-262 Occupational Relationships ......... 2 — —

17 15 15

COURSES

EL ELECTRICAL LINEMAN

101-102-103 Lineman Laboratory (10 credits). The field training consists of actual job experience in an "out-of-doors" school laboratory. It will cover climbing, setting and removing various sizes of poles, framing, guy work, use of conductors, transformers, overhead distribution, installation of services, tree trimming, and the use and care of safety equipment. 25 hours per week.

161-162-153 Lineman Theory (5 credits). The related theory for the Lineman Program conducted in the classroom and laboratory facility is so arranged to provide ample opportunity for acquaintance with the materials and hardware of the trade, while at the same time covering the theory of their use. An application of education basic to the trade will be emphasized with classes in electricity, blueprint reading, construction techniques, transmission, distribution systems, underground procedures, first aid and safety. 10 hours per week.


OF OFFICE OCCUPATIONS
Open Entry - Open Exit

The Office Occupations curriculum is designed to assist the student to progress on an individualized basis to employment in one or more of the various classifications of office occupations. The length of the course will depend upon the individual's goals and abilities. A certificate will be awarded upon completion of the course.

Admission:

Entrance requirements: All Boise State College admissions requirements must be met. A General Aptitude Test Battery (GATB) score must be on file in vocational counseling office. A personal interview is required by a vocational counselor at the School of Vocational Technical Education before admission.

Classroom work includes instruction in typewriting, stenography, business communications, business mathematics and machines, machine transcription, filing, accounts receivable, accounts payable, bookkeeping, payroll accounting, office practice, vocabulary and spelling, employment search. There are various levels of these courses available. The student may be a beginner or an advanced clerical trainee; therefore, there will be a variation of training time. The course curriculum is selected to meet the requirements of the individual's goals and abilities.

OR OPERATING ROOM TECHNOLOGY
9 Month Program

The Operating Room Technology Program, in cooperation with St. Alphonsus Hospital is approximately nine months in length and consists of daily practice in surgery and classroom instruction. A certificate will be awarded upon graduation from the course. Students are then eligible to take a certifying exam, which if passed, qualifies them as Certified Operating Room Technicians recognized by the Association of Operating Room Technicians and the Association of Operating Room Nurses and the American College of Surgeons.

Admission:

Entrance requirements: High School graduation or passing the General Educational Development Test. Satisfactory scores on the General Aptitude Test Battery. These tests are given at the Department of Employment and Boise State College respectively. A complete medical and dental examination is required. A personal interview with the instructor is necessary before admission. An advisory board recommends dismissal of students not performing in a satisfactory manner.

Classroom work includes instruction in basic sciences of anatomy and physiology, microbiology, sterilization, aseptic technique, instruction in the needs of humans in surgery, with emphasis on the operating room technician's part in meeting these needs.

Clinical experience consists of supervised hospital surgical experience in the operating room in all phases of surgery.

PC PARTS COUNTERMAN
9 Month Program

The Counterman Program is designed to familiarize the student with all phases of the Automotive parts business. A study of index systems, types of invoices, customer relations, refunding, procedures and warranty adjustments will be covered. Emphasis and training on the use of catalogs, price sheets, and other related forms used in the parts industry are considered.

SUBJECT

PC-101-102 Parts Counterman Lab ...... 10 10
PC-151-152 Parts Counterman Theory .... 5 5
PC-131 Related Basic Mathematics .... 2 —
PC-262 Occupational Relationships .... 2

COURSES

PC PARTS COUNTERMAN—Courses

101-102 Automotive Parts Laboratory (10-10 credits). In the laboratory experience, the student will gain full understanding of the organization of a parts store. A "mock store" is established and operated on campus in conjunction with the Automotive Mechanics and Auto Body Programs. The lab experience includes training for each particular type of dealership and jobber operation.

131 Related Basic Mathematics (2 credits). Basic arithmetic and a study of fractions, decimals and and percentages are covered. Micrometer readings to ten one-thousandths of an inch are taught. The different types of discounting are fully covered.

161-162 Automotive Parts Theory (5-5 credits). Through the use of catalogs, manuals, visual aids and class lectures, theory and application of procedures are covered. New methods such as microfilm readers are used in the theory portion of the class.

The Industrial Plant Maintenance Curriculum provides the student with both laboratory experience and practical theory. Theory instruction includes mathematics, basic electricity, blueprint reading, safety, hydraulics, welding, trouble shooting and other subjects related to the occupation. Students will learn the use of the tools of the trade, the operation, lubrication, and adjustment of the machinery and equipment which they will maintain.

Credits in this course of study are not counted toward an academic degree.

**COURSE NO. AND TITLE**

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<tr>
<td>Industrial Maintenance Lab</td>
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**COURSES**

**PM INDUSTRIAL PLANT MAINTENANCE**

PM INDUSTRIAL PLANT MAINTENANCE 9 Month Program

121-122 Industrial Plant Maintenance Lab (10-10 credits). These courses provide the laboratory application of principles covered in the Theory class. Students will learn the use of the tools of the trade, also the operation, lubrication, repair and maintenance of the machinery and equipment which they will maintain. 10 clock hours per week.

141-142 Industrial Plant Maintenance Theory (5-5 credits). These courses include the mathematics, basic electricity, blueprint reading, safety, and related instruction in trouble shooting and other subjects related to the occupation. 10 clock hours per week.


**PN PRACTICAL NURSING PROGRAM**

PN PRACTICAL NURSING PROGRAM 12 Month Program

The practical nursing program, in cooperation with three hospitals, two nursing homes, the Idaho State School and Hospital and the State Board for Vocational Education, is approximately one calendar year in length and consists of daily hospital nursing experiences and classroom instruction. A certificate is awarded upon graduation from the course. Students are then eligible to take the state licensing examination, which, if passed, qualifies them as Licensed Practical Nurses.

**Admission:**

Entrance requirements: High school graduation or passing the General Educational Development Test. Satisfactory scores on the General Aptitude Test Battery and a pre-entrance test, which are given by the Department of Employment and Boise State University respectively. A complete medical and dental examination is required. The selection Committee recommends to the director candidates for the program after a personal interview. They also recommend dismissal of students not performing in a satisfactory manner.

Classroom work includes instruction in the needs of individuals in health and in sickness, with emphasis on the practical nurses' part in meeting these needs.

Clinical experience consists of supervised hospital nursing experience in caring for patients with medically and surgically treated conditions, caring for sick children, new mothers and infants. Students are taken on field trips to specific health agencies in the community.

**RH AIR CONDITIONING, REFRIGERATION, AND HEATING**

RH AIR CONDITIONING, REFRIGERATION, AND HEATING 11 Month Program

The Air Conditioning, Refrigeration, and Heating curriculum offers laboratory experience, theory classes and related subjects, designed to prepare students for entry level jobs.

Emphasis will be on the servicing of commercial equipment and will cover all phases of knowledge necessary to repair the equipment.

The student will learn to work with tools and equipment with emphasis on safety at all times.

Credits in this program are not counted toward an academic degree.

**COURSE NO. AND TITLE**

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</table>

**COURSES**

**RH AIR CONDITIONING, REFRIGERATION, AND HEATING**

121-122-123 Air Conditioning, Refrigeration, and Heating Laboratory (10-10-10 credits). These courses provide the laboratory application of principles covered in the Theory class. Skills will be developed and practice will be given in these skills which will be needed by the service person. Different phases of air conditioning, refrigeration, and heating will be covered. 25 hours per week.

141-142-143 Air Conditioning, Refrigeration, and Heating Theory (5-5-5 credits). This course provides a basic understanding of the equipment and tools used on commercial equipment. Emphasis is on causes of break downs and the making of necessary repairs. Test equipment use and inspection of components such as relays, thermostats, motors and refrigerant lines are studied. 10 clock hours per week.


**SMALL ENGINE REPAIR**

(Recreational Vehicles) 9 months

The Small Engine Program will include classroom and shop experience concerned with maintaining and repairing of a variety of two cycle and four cycle engines used on portable power equipment, e.g., lawn mowers, outboard motors, chain saws, rotary tillers and recreational vehicles. Training will emphasize the complete repair of all types of small engine equipment.

Credit in this course of study are not counted toward an academic degree.

**COURSES**

**SE SMALL ENGINE REPAIR**

101 Small Engine Laboratory (14 credits). This course will include application and instruction in the repair and overhaul of small engine units with emphasis on lawn and garden equipment. Twenty-five clock hours per week.

102 Small Engine Laboratory (14 credits). It is designed to prepare students for entry level jobs. This course includes instruction in the repair and maintenance of power trains, auxiliary clutching, trouble shooting, fuels, exhaust and engine tune-up. It includes the theory of marine engines and chain saws. Eight clock hours per week.

141 Small Engine Theory (2 credits). This course is designed to prepare students for entry level jobs. This course includes instruction in the repair and maintenance of power train, auxiliary clutching, trouble shooting, fuels, exhaust and engine tune-up. It includes the theory of marine engines and chain saws. Eight clock hours per week.

VOCATIONAL TECHNICAL SCHOOL
Other Programs

**W BASIC WELDING 9 Month Program**

The welding curriculum is designed to provide the student with usable skills and should qualify him for employment as a production welder. Some students may desire to terminate their training at this point. The second year of the program will provide advanced training in layout and a better understanding of the properties of metals as well as advanced techniques and processes that are in demand in industry. The course of study may be altered to keep abreast of new welding procedures and advancements in industry.

<table>
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<th>FRESHMAN YEAR</th>
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<td>W 131-132 Related Basic Math</td>
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<td>W 151-152 Welding Theory</td>
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**W BASIC WELDING — Courses**

Basic Welding courses are described under Vocational Two-Year Programs. See page 123.

**PRE-VOCATIONAL TRAINING**

Pre-vocational education for vocational students or adults who have not completed high school is offered through the Vocational Technical School. The courses include adult basic education, preparation for the high school equivalency certificate, adult guided studies, and approved high school courses in American Government, Mathematics, English, Social Studies and Natural Science. Classes are determined according to individual needs of the students. Classes are approved by the State of Idaho and for veterans qualifying under Chapter 34, Title 38, U.S.C. (Var 14253 A2).

A special guided studies program for adults has been developed to help upgrade skills, to help adults prepare to better jobs and to prepare for better jobs and to prepare for or further vocational training.

**APPRENTICESHIP AND TRADE EXTENSION**

Through cooperative arrangements with the State Board for Vocational Education, Boise State University Vocational Technical School sponsors a wide range of trade extension training for beginning, apprentice and journeyman workers. Such courses are designed to meet the specific needs of industry, labor, agriculture, and government. Classes usually meet in the evening. Flexibility of scheduling, content, place of meeting is maintained in order to meet the growing educational needs of the community. Typically, though not invariably, such courses provide related technical training for those workmen receiving on-the-job instruction in such vocations as Sheetmetal, Carpentry, Plumbing, Welding, Electricity, Electronics, Typing, Grocery Checking, Automotives, Nursing and Farming.

Information concerning admission requirements, costs, dates, etc., may be obtained from Boise State University School of Vocational-Technical Education. Phone: 385-1974.

**ADULT BASIC EDUCATION — No Credit**

This program offers classes in basic arithmetic, reading, English and speaking skills for people who are performing below a twelfth grade academic level. Preparation for United States citizenship, beginning reading for adults, and English as a second language for non-English speaking people are offered through the Adult Education Program.

**HIGH SCHOOL EQUIVALENCY (GED PREPARATION) — No Credit**

The High School Equivalency Program is a course designed for people who are performing below a twelfth grade academic level. This program is designed to help people prepare for their high school Equivalency Test (GED).
Boise State Full-Time Faculty

January, 1976
(The date in parenthesis is the year of first appointment)

A

LOUISE ACKLEY, Assistant Professor of English (1969)
A.B., Northwest Nazarene College; M.A., University of Washington.

ROBERT T. ADKINS, Associate Professor of Marketing (1975)
and Mid-Management
B.B.A., University of Chattanooga; M.B.A., Stanford University.

DOROTHY ALBERTSON, Associate Professor of Office Administration (1953)
B.S. (Ed.), University of Nebraska; M.A., College of Idaho; State University College of Plattsburg, New York; University of Idaho: University of Denver.

JOHN W. ALLEN, Assistant Professor of Physics (1971)
B.A., Willamette University; M.A., Ph.D., Harvard University.

ROGER H. ALLEN, Associate Professor of Business Administration (1966)
A.A., Boise Junior College; B.S., University of Nevada; M.B.A., Northwestern University.

RUDY N. ALONZO, Instructor in Vocational Technical Education (1976)

ROBERT M. ANDERSON, Associate Professor of Mathematics (1970)
B.S., Utah State University; Ph.D., Michigan State University.

DAVID C. ANDRESEN, Assistant Professor; Acquisitions Librarian (1971)

JAMES K. APPLEGATE, Assistant Professor of Geophysics (1973)
Geophysical Engineer, M.S., Ph.D., Colorado School of Mines.

GARY D. ARAMBARRI, Instructor in Vocational Technical Education (1976)

E. BARRY ASMUS, Associate Professor of Economics (1971)
B.S., M.S., Colorado State University; Ph.D., Montana State University.

B

STEVEN F. BAGGERLY, Instructor in Machine Shop (1968)
Diploma, Boise Junior College.

J. KAREN BAICY, Assistant Professor of Nursing (1975)
B.S., University of Maryland; M.N., UCLA.

CHARLES W. BAKER, Professor of Biology (1968)
B.S., M.S., University of Nevada; Ph.D., Oregon State University.

RICHARD BAKER, Assistant Professor of Sociology (1973)
B.A., M.A., University of Wyoming; Ph.D., Washington State University.

JOSEPH A. BALDASSARRE, Instructor of Music (1975)
B.M.E., Baldwin Wallace College.

JOHN B. BALDWIN, Associate Professor of Music (1971)
B.M.E., M.M.E., Wichita State University; Ph.D., Michigan State University.

RICHARD N. BALL, Assistant Professor of Mathematics (1974)
B.A., University of Colorado; M.A., Ph.D., University of Wisconsin.

RICHARD C. BANKS, Associate Professor of Chemistry (1968)
B.S., College of Idaho; Ph.D., Oregon State University.

JOHN B. BARNES, Professor of Education, President (1967)

GWYN BARRETT, Professor of History (1968)
B.S., Utah State University; M.A., University of Hawaii; Ph.D., Brigham Young University.

ROSALYN O. BARRY, Assistant Professor of Communication (1975)
A.A., Stephens College; B.A., College of Idaho; M.S., Northwestern University.

WYLLA BARNES, Associate Professor of Psychology (1968)
A.B., William Jewell College; M.S., Montana State University; Ph.D., University of Minnesota.

PAUL W. BEALS, Assistant Professor of Teacher Education and Library Science (1975)
A.B., Northwest Nazarene College; M.Div., Nazarene Theological Seminary; M.A., Scarlett College; Ph.D., George Peabody College for Teachers, Vanderbilt University.

KATHRYN I. BECK, Assistant Professor of Social Work (1972)
B.A., Washington State University; M.S.W., Florida State University.

ROBERT P. BEHLING, Assistant Professor of Accounting and Data Processing (1974)
B.A., Colgate University; M.Ed., University of Portland; M.B.A., Boise State University; Ph.D., University of Northern Colorado.

JOHN L. BEITTA, Associate Professor of Education (1970)
A.A., Boise Junior College; B.S., North Dakota State College; M.A., Idaho State University; Ed.D., Utah State University.

H. WILLIAM BELKNAP, Associate Professor of Biology (1959)
B.A., College of Idaho; M.S., Louisiana State University; Arizona State University; University of Oregon.

JOHN H. BEST, Professor of Music (1947)
B.S., University of Idaho; M.A., Colorado State College of Education; Cello Pupil of Elias Trustman and Joseph Wetzel; Composition and Theory Pupil of J. DeForest Cline and Henry Trustman Ginsburg; Suzuki Institute and Toho School, Japan.

CAROL JEAN BETTIS, Assistant Professor, Assistant Librarian (1970)

LYNN E. BEVILL, Assistant Professor of Teacher Education and Library Science (1975)
B.A., University of Tulsa; M.Ed., University of Oklahoma.

JOHN PATRICK BIETER, Associate Professor of Teacher Education and Library Science (1969)
B.A., St. Thomas College; M.A., University of California at Berkeley; Ed.D., University of Idaho.

DONALD B. BILLINGS, Associate Professor of Economics (1972)
B.A., San Diego State College; M.A., Ph.D., University of Oregon.

MARY E. BLANK, Instructor in Vocational-Technical School (1974)
Diploma, Bannock Memorial Hospital.
ANTHONY J. BOHNER, Assistant Professor of Management (1974) B.A., N northwest Nazarene College; J.D., Willamette University.

KATHRYN BONACHEA, Assistant Professor of Nursing (1974) B.S., University of New Mexico; M.S., Catholic University.

ROLANDO E. BONACHEA, Assistant Professor of History (1974) B.A., University of New Mexico; M.A., Ph.D., Georgetown University.

ROBERT R. BOREN, Professor of Communication; Chairman, Department of Communication (1971) B.A., M.A., Brigham Young University; Ph.D., Purdue.

KAREN J. BOUNTOS, Assistant Professor of History (1974) B.S., University of Alabama; M.Ed., University of North Carolina; Ed.D., North Texas State University.

NANCY C. BOWERS, Instructor in Vocational Technical Education (1975) Diploma, St. Joseph's Hospital School of Nursing; University of Arizona.

BILL C. BOWMAN, Associate Professor of Physical Education (1969) B.A., Southern Idaho College of Education; M.Ed., University of Oregon; Ed.D., Brigham Young University.

PHYLLIS E. BOWMAN, Assistant Professor of Physical Education (1970) B.S., Utah State University; M.A., Brigham Young University; Weber State.

DALE BOYER, Associate Professor of English (1968) B.A., M.A., University of Oregon; Ph.D., University of Missouri.

RICHARD F. BOYLAN, Associate Professor of Communication (1971) B.A., University of Arizona, M.A., Ph.D., University of Iowa.

JEAN BOYLES, Assistant Professor of Physical Education (1949-57, 1962, 1969) A.B., University of California; M.S., University of Colorado.

BRYCE T. BRADLEY, Assistant Professor of Accounting (1970) B.S., Idaho State University; M.B.A., University of Utah; C.P.A., Golden Gate University, University of Nebraska.


J. WALLIS BRATT, Assistant Professor in Music (1970) B.M., University of Idaho; M.M., University of Utah.

SUSAN I. BRENDER, Associate Professor of Office Administration (1969) B.S.C., M.A., Ph.D., University of Iowa.

ALLAN P. Brinton, Assistant Professor of Political Science (1975) B.A., Eastern Nazarene College; Ph.D., University of Minnesota.


JANICE BUEHLER, Assistant Professor of Nursing (1974) B.S., University of Oregon; M.S., University of Colorado; M.A., University of California, San Francisco.

RICHARD E. BULLINGTON, Professor of Education, Executive Vice President (1968) B.S., Rutgers, M.A., Ed.D., University of Alabama.

JERRY BURK, Associate Professor of Communication (1975) B.A., Fresno State College; M.A., University of Montana; Ph.D., University of Oklahoma.

ORVIS C. BURMASTER, Assistant Professor of English (1968) B.S., Montana State College; M.A., University of Montana; South Dakota State College, Utah State College.


C

SUSAN H. CALDWELL, Assistant Professor of Art (1974) B.A., Washburn University; Ph.D., Cornell University.

MAXIMO J. CALLAO, Associate Professor of Psychology, Counselor (1971) B.A., San Jose State College; M.S.Ed., Ph.D., Purdue University, University of Hawaii.

ERMA M. CALLIES, Instructor Vocational Counselor (1969) B.S., South Dakota University.

R. RUSSELL CAMPBELL, Associate Professor of Physics (1970) B.S., University of Washington, M.A., Ph.D., University of California, Irvine.

WILLIAM J. CARSON, Associate Professor of Accounting (1963) B.S., University of Notre Dame; M.B.A., University of Denver; University of Wyoming.

LOREN S. CARTER, Associate Professor of Chemistry (1970) B.S., M.S., Oregon State University; Ph.D., Washington State University.

JOHN A. CAYLOR, Professor of History (1965) A.B., Nebraska Teacher's College; M.A., Ph.D., University of Nebraska.

RUSSELL CENTANNI, Assistant Professor of Biology, Chairman, Department of Biology (1973) B.S., M.S., John Carroll University; Ph.D., University of Montana.

WILLA M. CHAFFEE, Instructor in Practical Nursing Program, Health Occupations Coordinator (1967) R.N., St. Lukes Hospital; University of Colorado.

ACEL H. CHATBURN, Professor of Education (1944) B.A., College of Idaho; University of Idaho; M.A., University of Colorado; Ed.D., Washington State University; University of California at Berkeley.

WAYNE CHATTERTON, Professor of English (1968) B.S., M.A., Brigham Young University; Ph.D., University of Utah.

JAMES LEE CHRISTENSEN, Associate Professor of Sociology (1970) B.S., Brigham Young University; M.A., University of Wyoming; Ph.D., University of Utah.

MICHIKO CHRIStIAN, Instructor in Art (1975) B.A., Linfield College; M.S., M.F.A., University of Wisconsin.

MARVIN CLARK, Professor of Business Education, Chairman, Department of Business Education & Office Administration (1969) B.S., St. Cloud State College; M.A., Ph.D., University of Minnesota.


DEWEY H. COFIELD, Assistant Professor of . . . (1961)
Electronics
University of Idaho; Idaho State College.

CONRAD COLBY, Assistant Professor of Health Sciences; . . . (1970)
Director, Respiratory Therapy Program
B.A., M.A., University of Montana.

JUDITH A. COLTRIN, Instructor; Supervisor of Directed . . . (1972)
Practice, Medical Record Technician
B.S., College of St. Mary.

CECILIA (TRUDY) Y. COMBA, Associate Professor of . . . (1970)
Teacher Education
B.S., Pacific Lutheran University; M.A., University of California;
M.A., University of Oregon.

GENE COOPER, Professor of Physical Education; Chairman, . . . (1967)
Department of Physical Education
B.S., M.S., D.Ed., University of Utah.

A. ROBERT CORBIN, Assistant Professor of Sociology . . . (1967)
B.A., Blackburn College; M.A., University of Washington;
Th.M., Iliff School of Theology.

ROBERT C. CORNWELL, Professor of Business . . . (1969)
Education
B.A., Wartburg College; M.A., Colorado State College;
Ed.D., Arizona State University.

T. VIRGINIA COX, Assistant Professor of Anthropology . . . (1967)
B.A., San Diego State College; M.A., University of California
at Davis; University of Oregon.

DAVID E. CRANE, Head Catalog Librarian, . . . (1969)
Assistant Professor
B.A., California State University at San Francisco; M.A.,
California State University at San Jose.

G. DAWN CRANER, Instructor in Communication . . . (1975)
B.A., Utah State University; M.A., Purdue University.

PAULA CUMMINGS, Assistant Professor of Nursing, Coordinator . . . (1972-73; 1974)
Head Basketball Coach
B.A., Idaho State University; M.S., Utah State University.

B. J. CURTIS, Instructor in Auto Body . . . (1967)
Diploma, Boise Junior College.

ELIZABETH M. CURTIS, Instructor in Operating . . . (1972)
Room Technology
Diploma, Kansas City General Hospital, School of Nursing.

D

E. JOHN DAHLBERG Jr., Associate Professor of . . . (1970)
Teacher Education
B.A., Pacific Lutheran University; M.A., Lewis & Clark Col-
lege, Portland; Ed.D., University of Oregon.

NORMAN F. DAHM, Professor of Engineering . . . (1953)
B.S., M.Ed., University of Colorado; Agricultural and Mech-
anical College of Texas; University of Washington; Bucknell
University.

JACK L. DALTON, Professor of Chemistry; Chairman, . . . (1958)
Department of Chemistry
B.S., Nebraska State Teachers College; M.S., Kansas State
University of Agriculture and Applied Science; Kansas State
College, Oregon State University.

A. JERRY DAVIS, Director High School & . . . (1968)
University Relations, Assistant Professor
B.Th., Northwest Christian College; B.A., Drake University;
M.Ed., Utah State University.

CHARLES GEORGE DAVIS, Professor of English; . . . (1963)
Chairman, Department of English
B.A., Middlebury College; M.A., University of California,
Berkeley; Ph.D., University of North Carolina.

ANNIE N. DE LAURIER, Counselor, Assistant Professor . . . (1967)
B.A., The College of IDAHO; M.S., University of Oregon,
Ohio University; M.A., Boise State University; Ph.D. University
of Oregon.

MARIO DELISIO, Instructor in Geology . . . (1970)
B.A., Boise State University; M.A., Idaho State University.
Case Western Reserve University; Naval Meteorological
School, University of Oregon.

JAMES B. DEMOUX, Associate Professor of . . . (1971)
Communication
B.A., Brigham Young University, M.A., University of Mont-
tana.

JERRY P. DODSON, Associate Professor, Counselor . . . (1970)
B.A., Ball State University; M.S., Ph.D., Purdue.

PAUL DONALDSON, Assistant Professor of . . . (1975)
Geophysics
B.S., University of Utah; Ph.D., Colorado School of Mines.

DENNIS DONOHUE, Associate Professor of . . . (1973)
Political Science
B.S., M.A., Central Michigan University; Ph.D., Miami
University.

PATRICIA M. DORMAN, Professor of Sociology; Chairman, . . . (1967)
Department of Societal and Urban Studies
B.S., M.S., Ph.D., University of Utah.

JAMES G. DOSS, Assistant Professor of Management; . . . (1970)
Assistant Dean, School of Business
B.S., University of California; M.S., The George Washington
University, University of Utah.

JAMES D. DOUGLASS, Jr., Assistant Professor of Art . . . (1972)
B.S., Western Michigan University; M.F.A., Cranbrook
Academy of Art.

ROBERT DOWNES, Assistant Professor of Nursing . . . (1972)
B.S., Walla Walla College; M.N., University of Washington.

RICHARD R. DONWS, Assistant Professor, Counselor . . . (1975)
B.S., Pacific University; M.A., Ball State; Ed.D., Ball State.

VICTOR H. DUKE, Professor of Pharmacology & Health Sciences . . . (1972)
Dean, School of Health Science
B.S., Idaho State College; Ph.D., University of Utah.

E

MARDRO MARLENE EATON, Instructor in Nursing . . . (1975)
B.S., Stanford University; M.S., University of Idaho.

WILBER D. ELLIOTT, Associate Professor of Music; . . . (1969)
Chairman, Department of Music
B.A., University of Washington; M.E., Central Washington.

ROBERT W. ELLIS, Associate Professor of Chemistry . . . (1971)
B.S., College of Idaho; M.S., Ph.D., Oregon State University.

ROBERT EDWARD ERICSON, Associate Professor of . . . (1970)
Theatre Arts; Chairman, Department of
Theatre Arts
B.S., Pacific University; M.A., Indiana University; Ph.D.
University of Oregon.

EVELYN Everts, Associate Professor, Reference . . . (1957)
Librarian
B.A., Librarianship; University of Washington; B.S. (Zool-
ogy), University of Washington; Washington State Univer-
sity, Drexel Institute of Technology.

STUART D. EVETT, Assistant Professor of English . . . (1972)
B.A., University of the South (Sewanee); M.A., Vanderbilt
University.

Education
B.S. University of Nebraska - Lincoln; M.Ed., Bowling Green
State University.
BOISE STATE UNIVERSITY
Faculty

DAVID JOHN FERGUSON, Associate Professor of Mathematics .......................... (1970)
B.S., Ph.D., University of Idaho.

DENNIS B. FITZPATRICK, Assistant Professor of Finance ........................... (1972)
B.S., University of Colorado; M.B.A., University of Santa Clara; D.B.A., University of Colorado.

NANCY L. FLEMING, Associate Professor of Nursing .......................... (1963)
B.S.N., University of Nebraska College of Medicine; M.S.N., Montana State University.

ALLAN WALKER FLETCHER, Associate Professor of History .......................... (1970)
B.S., Louisiana State University; M.A., Ph.D., University of Washington.

MARIAN FLETCHER, Instructor; Curriculum Resource Librarian ....................... (1974)
A.B., Wheaton College; M.S.L.S., Louisiana State University.

CAROL FOUNTAIN, Assistant Professor of Nursing ......................... (1967)
A.S., Boise Junior College; B.S.N., University of Washington; M.N., Montana State University.

E. COSTON FREDERICK, Associate Professor of Education .......................... (1971)
B.S. Ed., Indiana State Teacher's College, M.Ed., Temple University; Ph.D., Syracuse University.

ROBERT L. FRIEDELL, Assistant Professor of Teacher Education .................... (1972)
B.S., M.Ed., Utah State University; Ph.D., University of Utah.

HARRY K. FRITCHMAN, II, Professor of Zoology .......................... (1954)
A.A., Boise Junior College; B.A., M.A., Ph.D., University of California at Berkeley.

ALBERT J. FUEHRER, Instructor in Auto Mechanics ........................ (1965)
Northwest Nazarene College; Idaho State University; Specialized Automotive Training, United Motor Service, Tigard, Oregon; Allen Tune-up School, Sun Tune-up School, Carter Carburetor Specialized training class; Rochester Specialized training class; Champion Technical Training School.

EUGENE G. FULLER, Associate Professor of Zoology .......................... (1967)
B.S., M.S., University of Nevada; Ph.D., Oregon State University.

EUGENE I. FURUYAMA, Associate Professor of Mathematics .......................... (1972)
B.A., Northwest Nazarene College; M.A., Ph.D., Washington State University.

FRANCES S. GRIFFITH, Instructor in Horticulture ......................... (1971)
Lewiston Business College.

DAVID GROEBNER, Assistant Professor of General Business .......................... (1973)
B.S., University of Minnesota; M.E.A., Ph.D., University of Utah.

DON P. HAACKE, Assistant Professor; General Librarian .......................... (1971)
B.A., M.L.S., University of Washington; Brigham Young University; Weber State College.

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**Foreign Languages**

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<tr>
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<td>Assistant Professor of Registered Nursing</td>
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<tr>
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<td>Professor of Psychology</td>
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<td>Professor of Management and Finance, Chairman of Department of Management and Finance</td>
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<tr>
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<td>Professor of Physical Education, Director of Athletics</td>
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</table>
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The following changes to the Boise State University Bulletin 1976 Catalog Issue are effective immediately. Note that as a general rule changes in personnel assignments are not included in the addendum. Reference is made to the current Faculty and Staff Directory and the current semester's Class Schedule - Registration Information for detailed information.

Page 6
Under TUITION AND FEE SCHEDULE, first column, the fee schedule should be changed to read:

<table>
<thead>
<tr>
<th></th>
<th>Idaho Resident</th>
<th>Non-resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition: (per semester)</td>
<td>$ 0</td>
<td>$520.00</td>
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<tr>
<td>Institutional Fees</td>
<td>183.00</td>
<td>183.00</td>
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<tr>
<td>TOTAL TUITION &amp; FEES</td>
<td>183.00</td>
<td>703.00</td>
</tr>
</tbody>
</table>

Page 6
Under RESIDENCE HALLS, rates, change to:

Morrison and Driscoll
Double:   A: 1204 B: 1190 C: 1142
Single:   A: 1384 B: 1369 C: 1322

Towers
Double:   A: 1210 B: 1195 C: 1148

Chaffee:
Double:   A: 1220 B: 1205 C: 1158
Single:   A: 1382 B: 1367 C: 1320

Page 15
Second column, middle, under K. VETERANS, the schedule of credit hours for status for undergraduate students should read as follows:

- 12 or more semester hours - full time
- 9-11 semester hours - 3/4 time
- 6-8 semester hours - 1/2 time
- Less than 6 semester hours - Registration fee only.

Page 15
After Section K. VETERANS, insert the following:

"L. SERVICEMAN'S OPPORTUNITY COLLEGE
The necessary mobility of people in military service has always been an obstacle to the completion of an educational program. In addition, inconsistencies in admission and residency requirements, lack of standardization of programs, and little coordination among academic institutions in evaluation of credits, previous training and experience have been further barriers to voluntary education."

""
SERVICEMAN'S OPPORTUNITY COLLEGE (continued)

"The Serviceman's Opportunity College Program (SOC) represents a network of nearly 300 institutions of higher learning which has recognized the needs of servicemen and women and has indicated its intention to meet these needs. The cooperation among these institutions as to policies on admissions, transfer of credits and residency requirements, and their participation in an organized effort geared to opportunities for program completion, represents a new commitment to education.

Boise State University, seeking to remove restrictive requirements which serve as 'barriers' to the serviceman seeking educational experiences, accepts the Serviceman's Opportunity College with the following qualifications:

1. Entrance into this program by a serviceman will be through a signed agreement between the student and the University, specifying responsibilities of both the student and the University.
2. The agreement shall terminate six years from data of approval or six months after serviceman's separation from active duty; whichever comes first.
3. The agreement (and thus the SOC program) will be made available to only those servicemen who have successfully completed (with a GPA of 2.25 or above) fifteen (15) or more hours of college credit through BSU.
4. Residency requirements other than the initial 15 hours prior to the signing of the contract will be waived.
5. Acceptance of any serviceman into the SOC program is contingent upon the agreement of the given department in whose jurisdiction that program lies.
6. No school or department shall be compelled to offer a SOC program--such programs are voluntary."

Page 22

Second column, under GRADUATE, the following changes:
591 Research should read "591 Project".
596 Independent Study should read "596 Directed Research".

Page 39

For AR-302 History of Twentieth Century Movements in Art, add "spring semester" at the end of the course description.

For AR-361 Studio in Advertising Illustration, change the credits from two to three, change the studio hours from four to six, and substitute the wording "Advisable to take...." for "Prerequisite".

For AR-371 History of Twentieth Century American Art, the last line should read "...will be expected of students; critical writings will be assigned. (It is advisable to take AR-302 first, although this is not a prerequisite). Fall Semester."

Page 40

Under Department of Biology, the following changes:
Under Requirements for Biology Major, I. Bachelor of Science Option,
1. Major requirements, B. Chemistry, change the credits for "B. Chemistry" from 16 to 15, and change "1. General Chemistry...10 credits" to "College Chemistry...9 credits".

Under Requirements for Biology Major, II. Secondary Education Option,
2. Major requirements, change the credits for "B. Chemistry" from 16 to 15.
Under the DEPARTMENT OF BIOLOGY the following changes:
Second column, under Biology Major - Bachelor of Science, Freshman Year, change "General Chemistry......5(1st sem) 5(2nd sem)" to "College Chemistry......4(1st sem) 5(2nd sem)", and change the total first semester credits for freshman year from 16 to 15.

Second column, under Biology Major - Secondary Education Option, Freshman Year, change "General Chemistry......4(1st sem) 5(2nd sem)" to "College Chemistry......4(1st sem) 5(2nd sem)", and change the total first semester credits for freshman year from 16 to 15.

Under the DEPARTMENT OF BIOLOGY, Forestry and Wildlife Management, Freshman Year, change "Introduction to Chemistry......4(1st sem) 4(2nd sem)" to "Essentials of Chemistry......4(1st sem) 5(2nd sem)", and change the total second semester credits for freshman year from 15 to 16.

Under the DEPARTMENT OF CHEMISTRY the following changes:
Under Requirements for Chemistry Major, I. Liberal Arts Option, 2. Major Requirements, A. Chemistry, change the credits for "A. Chemistry" from 45 to 44 and change "General Chemistry......10 credits" to read "College Chemistry......9 credits".

Under Requirements for Chemistry Major, suggested program, Freshman Year, change "General Chemistry......5(1st sem) 5(2nd sem)" to read "College Chemistry......4(1st sem) 5(2nd sem)", and change the total first semester credits for freshman year from 16 to 15.

Under Requirements for Chemistry Major, suggested program, Sophomore Year, change "Analytical Chemistry" to read "Quantitative Analysis".

Page 43
Under the DEPARTMENT OF CHEMISTRY the following changes:
First column, top, under 2. Major Requirements, A. Chemistry, change the credits for "A. Chemistry" from 39 to 38, and change "General Chemistry......10 credits" to read "College Chemistry......9 credits".

First column, suggested program, under Freshman Year, change "General Chemistry......5(1st sem) 5(2nd sem)" to read "College Chemistry......4(1st sem) 5(2nd sem)", and change the total first semester credits from 16 to 15.

Under suggested program, Sophomore Year, change "Analytical Chemistry" to read "Quantitative Analysis".

Change C CHEMISTRY COURSES as follows:
Delete C-101-102 Introduction to Chemistry

Add new course:
C-103 Preparation for College Chemistry(1 credit). A lecture, recitation, and laboratory course designed for students lacking the necessary background for General Chemistry. Emphasis is placed on basic concepts, definitions, chemical problem solving and laboratory manipulations. To be taken concurrently with or prior to the first semester of either Freshman chemistry course. 2 periods per week. Both semesters.
Change C

CHEMISTRY COURSES as follows:

Add new course:
C-107 Essentials of Chemistry (3 credits). The first semester of a sequence course. A study of basic chemistry concepts in Inorganic and Organic chemistry. Three lectures per week. Prerequisite: High School chemistry or C-103 or concurrent enrollment in C-103. Concurrent enrollment in C-108 is required. Fall semester.

Add new course:
C-108 Laboratory for Essentials of Chemistry (1 credit). The laboratory to accompany C-107. Three lab hours per week. Concurrent enrollment in C-107 is required.

Add new course:
C-109 Essentials of Chemistry (3 credits). A continuation of C-107 to include basic concepts of Biochemistry. Three lectures per week. Prerequisite: C-107 and C-108. Concurrent enrollment in C-110 is required. Spring semester.

Add new course:
C-110 Laboratory for Essentials of Chemistry (2 credits). The laboratory to accompany C-109. 6 lab hours per week. Prerequisites: C-107 and C-108. Concurrent enrollment in C-109 is required.

Delete C-111-112 General Chemistry (changed to C-131-133) Any 200 level or above Chemistry courses have a prerequisite of C-131-132-133-134.

Add new course:
C-131 College Chemistry (3 credits). The first semester of a one-year sequence course. A thorough study of the fundamentals of chemistry including atomic and molecular structure, stoichiometry, physical states and solutions. Three lectures per week. Prerequisite: High school chemistry or C-103 or concurrent enrollment in C-103. Concurrent enrollment in C-132 is required. Fall semester.

Add new course:
C-132 Laboratory for College Chemistry (1 credit). Laboratory work to accompany C-131. 3 lab hours per week. Concurrent enrollment in C-131 is required. Fall semester.

Add new course:
C-133 College Chemistry (3 credits) A continuation of C-131 to include Equilibrium, Redox, Complex Ions. 3 lectures per week. Prerequisite: C-131 and C-132. Spring semester.

Add new course:
C-134 Laboratory for College Chemistry (2 credits). Laboratory work to accompany C-133. To include Qualitative Analysis. 6 lab hours per week. Prerequisite: C-131 and C-132. Spring semester.

Page 44

Change prerequisite statement for C-411G Instrumental Analysis to read: "Prerequisite: Quantitative Analysis C-211, and C-320, Organic Chemistry. C-320 may be taken concurrently with C-411."
Substitute revised course description as follows for CM-111 Fundamentals of Speech-Communication:
"Fundamental principles of effectively preparing, presenting and critically consuming messages in one-to-one, small group, and public speaking contexts. Students may not earn credit in both CM-102 and CM-111."

Substitute revised course description for CM 241 Oral Interpretation as follows:
"Practice in reading prose, poetry, and drama to help the student determine a logical and emotional meaning for selection and project that meaning to his listeners."

Substitute revised course description for CM-311 Speech-Communication for teachers as follows:
"Designed to improve the prospective teacher's awareness of communicative processes related to effective teaching: emphasis on various communication situations confronted by teachers and strategies for maximizing student-teacher relationships."

Second column, under Requirements for Geology Majors, Bachelor of Science, I. Geology Major, 2. Major requirements, change "B. Chemistry for Physical Sciences.......8 credits" to read "B. College Chemistry......9 credits".

Under Geology Major, suggested program, Freshman Year change "Chemistry.... ......4(1st sem) 4(2nd sem)" to read "College Chemistry......4(1st sem) 5(2nd sem)", and change total second semester freshman credits from 16 to 17.

First column, II. Earth Science Education Major, 2. Major Requirements, change "B. Introduction to Chemistry.....8" to read "B. College Chemistry.....9".

Under Earth Science Education Major, suggested program, Freshman Year, change "Chemistry......4(1st sem) 4(2nd sem)" to read "College Chemistry....4(1st sem) 5(2nd sem)", and change the total second semester Freshman credits from 16 to 17.

Under GS GENERAL SCIENCE add the following new course:
GS-305 Teaching Science in the Secondary School (3 credits). A course designed to introduce the prospective secondary school science teacher to an understanding of the nature of science—both as subject matter and as processes of scientific inquiry. The implications of this understanding as they relate to secondary school science teaching are explored in depth in terms of methodology, objectives, and evaluation. Special emphasis is placed on problems of communicating scientific ideas, effective modes of instruction and evaluation, and curricular materials for secondary school science teaching. Spring Semester, alternate years.
Page 57
Under HY HISTORY, Graduate, HY-593 Research and Thesis (6 credits) should read "HY-593 Thesis (6 credits)".

Page 66
Under Common Freshman Year, first column, change "Introduction to Chemistry (C-101-102)....4(1st sem)....4(2nd sem)" to read "College Chemistry (C-131-132-133-134)....4(1st sem)....5(2nd sem)" and change the second semester freshman year total credits from 17 to 16.

Page 67
Under PH PHYSICS, change PH-103 into two courses with the following descriptions:
PH-103 Radiation Physics (2 credits). An introduction to electrical, atomic, and nuclear physics is presented with a review of fundamental physical science included. Fall semester.

PH-104 Radiation Physics (2 credits). An application of electrical, atomic and nuclear physics to image intensification, fluoroscopy, cine-radiography, video tape systems, stereoradiography, body section radiography, therapeutic radiology and nuclear medicine. Prerequisite: PH-103. Spring semester.

Page 78
Under TA THEATRE ARTS, TA-162 Stage Make-up, change the credit hours from 2 to 3.

Page 81
Under ACCOUNTING MAJOR, Sophomore Year, after "General Electives" add "(Areas I, II, III)".

Under INFORMATION SCIENCES MAJOR, Senior Year, for "General Electives (Area I, II, or III)", change the first semester credits from 6 to 3, and add "Business Policies .....3(1st sem)"

Page 82
Under BUSINESS EDUCATION MAJOR, Basic Business Option, Senior Year, delete "UD Business Electives .....6(1st sem)" and substitute "Office Management... ...3(1st sem)" and "Administrative Office Procedures .....3(1st sem)".

Page 83
Under BUSINESS EDUCATION MAJOR, Shorthand Option, Freshman Year, delete the 3 credits second semester under Area I Electives. Under Junior Year, delete the last "Elective" entry and substitute "Business Statistics .....3 credits second semester".

Under ECONOMICS MAJOR, Bachelor of Arts Program, the following:
Under Sophomore Year, change the "Area I Elective (Field Three)" credits from 4 to 3.

Under Sophomore Year, delete "Introduction to Finance Accounting (AC 205) .....3(1st sem)....3(2nd sem)" and substitute with "Introduction to Financial Accounting .....3(1st sem)" and "Introduction to Managerial Accounting .....3(2nd sem)".

Bottom of page, first footnote, change page number from 31 to 17.

Bottom of page, footnote indicated ***, change page number from 32 to 18.
Page 84
Under Sophomore Year listing at the top of the first column, as follows:

Change second semester credits for "Non-Business Elective" from 5 to 8.

Delete "Principles of Accounting....3(1st sem)....3(2nd sem)" and substitute "Introduction to Financial Accounting....3(1st sem)" and "Introduction to Managerial Accounting....3(2nd sem)".

Under Junior Year, top of first column, under "Business Statistics", delete the 3 credits under second semester, and add the course "Advanced Business Statistics....3(2nd sem)".

Under Junior Year, top of first column, delete "Applied Business Communications....3(2nd sem)" and substitute with "Economics Electives, 3 credits both first and second semesters".

Under GENERAL BUSINESS MAJOR, No Option, the following:
Under Sophomore Year, add the course "Business Statistics....3(1st sem)".
Under Junior Year, delete "Introduction to Financial Accounting" and substitute "Principles of Finance....3(1st sem)".

Page 85
Under INDUSTRIAL BUSINESS MAJOR, Production Option, the following:
Freshman Year, change "introduction to Chemistry" to read "College Chemistry" and change 2nd semester credits from 4 to 3, and total second semester Freshman credits from 17 to 16.

Sophomore Year, under "Physics II & III", change second semester credits from 4 to 3.

Sophomore Year, Add "I and II" after "Business Statistics" and change the second semester credit hours from zero to three.

Sophomore Year, delete "Fundamentals of Speech....3(2nd sem)"., and change the total credits first semester from 18 to 16, and second semester from 15 to 16.

Junior Year, change the credit hours for "Production Management" from second semester to first semester.

Junior Year, delete "Adv. Business Statistics....3(1st sem)", and add the course "Fundamentals of Speech....3(2nd sem)".

Senior Year, change the title of "Production Proc. & Controls" to read "Production Decisions & Controls".

Senior Year, change the credit hours for "Electives" from 3 to zero for first semester, and from 5 to 7 for second semester, and add "Business Policies....3(1st sem)". Change the total second semester credits from 14 to 16.

Under INDUSTRIAL BUSINESS MAJOR, Sales Option, Freshman Year, change "Introduction to Chemistry....4(1st sem)....4(2nd sem)", to read "College Chemistry ....4(1st sem)....3(2nd sem)", and change the total credits first semester from 16 to 17 and second semester from 17 to 16.
Under Senior Year, top of first column, change first semester credit hours for electives from 6 to 3, and add the following courses:
  Sales Administration...3(1st sem)...0(2nd sem)
  Cost Accounting........0(1st sem)...3(2nd sem)
  Business Policies......3(1st sem)...0(2nd sem)

Under FINANCE MAJOR, Freshman Year, under "General Electives (Area I, II, III)" change the first semester credit hours from zero to three.

Under Real Estate Electives, bottom of second column, the third line should read "Tax Factors or Principles of Income Taxation".

Under MARKETING MAJOR, the following:
  Under Freshman Year, delete "Introduction to Business....3(1st sem)",
  and change the first semester credit hours for "Electives" from 3 to 6.

  Under Senior Year, add the course "Business Policies....3(2nd sem)" and
  change the second semester credit hours for "Electives***" from 9 to 6.

Under OFFICE ADMINISTRATION MAJOR, Senior Year, change the credit hours for first listed "U.D. Electives" for first semester from 6 to 3, and for second semester from 7 to 4. Then add the following new courses:
  Price Theory.......................3(1st sem)...0(2nd sem)
  U.D. Economics Elective.........0(1st sem)...3(2nd sem)

Under Fashion Merchandising, Mid-Management, Sophomore Year, change the title of "Introduction to Marketing" to read "Consumer Marketing".

Under Marketing-Mid-Management, Sophomore Year, change the title of "Introduction to Marketing" to read "Consumer Marketing".

Under EC ECONOMICS, In the course description of 303 Price Theory, third line, the fourth word should be "the" instead of "that".

Under EC ECONOMICS, in the course description of 315 Comparative Economic Systems, the second line should read "....and methods of various economic systems, i.e., the goals and methodology of capitalism.....".

Under FI FINANCE, 450G Investment Management, under the prerequisites, "FL 303" should read "FI 303".

Under GB GENERAL BUSINESS, 303 Law of Property, the prerequisite listed as "GB 201" should read "GB 202".

Under GB GENERAL BUSINESS, 360 Business Ethics, Government, and Social Responsibility, add at the end of the course description "Either semester".

Under GB GENERAL BUSINESS, 441G Government and Business, the prerequisite listed as "GB 201" should read "GB 202".
Page 93
Under MM MARKETING, MID-MANAGEMENT, the title of 201, "Introduction to Marketing" should be changed to read "Consumer Marketing".

Under RE REAL ESTATE, for the courses 431 Appraisal of Income Properties and 450 Real Estate Brokerage Management, the prerequisite "RE 332" should be changed to read "RE 333".

Pages 94 and 95
Courses in the MBA program will no longer have "MB" designators. Instead, they will have departmental course designators, but will still be listed separately in the catalogs and bulletins. The changes will be as follows:

Core
GB 510 - Bus. & Environment
MK 519 - Mktng. Anal.
FI 530 - Fin. Mgt.

*either course satisfies core

Electives
BE 512 - Bus. Res. & Com. Tech.(was MB 511)
MK 520 - Mktng. Probs.
MG 541 - Pers. Policies
DP 542 - Comp. App. for Mgt.
AC 580 - S.T. Acctng.
EC 582 - S.T. Econ.

**Will carry department designator according to subject
(AC, DP, EC, FI, GB, MK, MG)

Page 95
Under MB REQUIRED COURSES (now with different designators), for GB 512 Statistical Methods for Business Decisions, the following sentence needs to be inserted immediately before the prerequisite statement - "The student who feels weak in Math is advised to take M-561 as a refresher course."

Page 96
Second column, under Additional Information, Section B., change the course designators to read as follows:

GB-510 Business and its Environment
BE-512 Business Research and Communications
MK-520 Marketing Problems
AC-532 Accounting-Planning and Control
MG-541 Personnel Policy
EC-550 Managerial Economics

Page 100
Second column, Add to the list of courses available to complete the required twenty hours(middle of column) the course GS 305 - Teaching Science in the Secondary School - 3 credits.
Page 109

Under TE TEACHER EDUCATION, the following is a new title and description for Developmental Reading:

108 Efficient Reading and Effective Study Skills (2 credits). This course is designed to develop the reading and study skills of the college student. Areas covered are organized study techniques, taking examinations, vocabulary building, comprehension of reading material, gaining the main ideas of paragraphs, how to use the library, rapid and flexible reading. Many activities are employed, including multimedia techniques, to aid student development.

Page 110

Under TE TEACHER EDUCATION, the following changes:

Add new course as follows: 422 Curricular Programs for the Severely Handicapped (3 credits). This course is designed to acquaint the student with identification of the severely handicapped student and his educational needs. Emphasis is given to the development of curricula and instructional methods for this type of student, who in all probability will not be found in the regular school classroom. Such areas as severe mental retardation, multiple handicaps, and the severely emotionally disturbed will provide the basic exceptionals for this course. Prerequisite: TE-391 Psychology of the Exceptional Child or TE-392 Education of the Exceptional Child. Fall semester.

Add new course as follows: 423G Teaching the Severely Handicapped (3 credits). The course is designed to aid participants to gain skills necessary in teaching the severely handicapped. Updating of information and skills relative to research in this area will be given high priority. Students will be required to read recent literature, participate in classroom activity and to develop and field test their own curricula model. Prerequisites: successful completion of TE-422. Curricular Programs for the Severely Handicapped and/or graduate status. Spring semester.

Add new course as follows: 450G Behavior Intervention Techniques (3 credits). This course is designed for teachers, counselors, and administrators to gain understanding of the principles of behavior and the application of behavioral analysis procedures. The major emphasis will be based upon the Learning Theory Model and Intervention Strategy to deal with children in classroom and the relationship of their behavior to the environment. Prerequisite: TE-391 Psychology of the Exceptional Child or permission of the instructor. Either semester.

Change the course description of 462 Curriculumin Early Childhood Education to read as follows: "All areas of the curriculum will be explored. Various early childhood curriculums from national programs will be examined. The processes and materials for intellectual and language development examined and utilized."

Delete the course 463 Teaching Strategies in Early Childhood Education.

Change the title and course description of 464 to read as follows: "464 Teaching and Organizational Strategies in Early Childhood Education (ages 0 thru 8) (3 credits). Learning Centers, instructional materials, (software and hardware) individualization of instruction, small and large group instruction and video equipment will be covered. The use
of aides, parents, and other community resources in the classroom will be discussed along with techniques for evaluating their progress. The use of British Infant and Primary Schools will be explored in depth as will various United States open-classroom models."

Add new course as follows: 465 Creating Materials in Early Childhood Education (ages 0 thru 8) (3 credits). Students will learn to make, for their classrooms, inexpensive materials that are best suited to meet the objectives of their lessons. Various materials such as independent study devices, display devices, pocket charts, self-correctional devices, circuit boards, programmed instruction, puppets, puppets, and games will be covered. Students will be charged a lab fee which will be used to purchase instructional supplies.

Page 117
Second column, under CURRICULUM, Freshman Year, Change "Chemistry(C-101)" to read "Essentials of Chemistry".

Page 120
Under REQUIREMENTS FOR PRE-MEDICAL, etc., under I. Biology Option, 3. Chemistry Requirements, change the credit hour requirements for "3. Chemistry Requirements" from 24 to 23, and change "General Chemistry......10 credits" to read "College Chemistry......9 credits".

Under REQUIREMENTS FOR PRE-MEDICAL, etc., the following changes:
Under II. Chemistry Option, 3. Chemistry Requirements, change the credit requirements for "3. Chemistry Requirements" from 40-41 to 39-40, and change "General Chemistry......10 credits" to read "College Chemistry.. ....9 credits".

Under suggested programs, Chemistry Option, Freshman Year, change "General Chemistry" to "College Chemistry" and change the first semester credit hours from 5 to 4, and change the total first semester credit hours from 16 to 15.

Under suggested programs, Biology Option, Freshman Year, change "General Chemistry" to "College Chemistry" and change the first semester credit hours from 5 to 4, and change the total first semester credit hours from 16 to 15.

Page 121
First column, under CURRICULUM, change "General Chemistry" to read "College Chemistry".

First column, Under PRE-DENTAL HYGIENE, Sophomore Year, the first lines concerning chemistry should be changed to read:
"Essentials of Chemistry or College Chemistry......4(1st sem)......5(2nd sem)." and the total credits for the first semester should be changed from 14-16 to 14-15, and total credits for second semester should be changed from 15-17 to 16-17.

Second Column, under HEALTH SCIENCE STUDIES, BACHELOR OF SCIENCE, the following:
Under 1. Requirements, fifth line, "General Chemistry...10" should be changed to read "College Chemistry....9", and the subtotal should be changed from 83 credits to 82 credits.
Second column, etc. (continued):
Under 1. Requirements, delete "General Biology...10 credits" and "Physiology.....4 credits".

Under 2. Electives (science) 6 courses, fourth line, "Analytical Chemistry (5)" should be changed to read "Quantitative Analysis (5)".

Page 122
First column, REQUIREMENTS FOR MEDICAL TECHNOLOGY MAJOR, under 1. Completion of basic core requirements, the following:

Change "General Chemistry....10" to read "College Chemistry....9".

Change "Physiology" to read "Mammalian Physiology (Z-401)".

Page 124
First Column, under Medical Office Assistants, Sophomore Year, the following:

Change the title of "Communication in Business" to read "Applied Business Communication".

Change the title of "Principles of Accounting" to read "Introduction to Financial Accounting".

Second column, under REQUIREMENTS FOR ENVIRONMENTAL HEALTH MAJOR, D. Science Requirements, change the credits for "D. Science Requirements" from 69 to 68, and change "General Chemistry....10" to read "College Chemistry....9".

Under ENVIRONMENTAL HEALTH, suggested program, Freshman Year, change "General Chemistry" to read "College Chemistry" and change the first semester credit hours from 5 to 4.

Page 125
First column, top of page, continuation of Freshman Year, change total credits for first semester from 16 to 15.

Under Courses, H HEALTH SCIENCES, the prerequisite for 210 Principles of Pharmacotherapeutics (Pharmacology) should read "Prerequisites: C 107-108-109-110 or C 207-208 or C 317-318; B 107 or B 401".

Page 132
Second column, under University-Wide Numbering of Graduate Offerings, 593 should read "593 Thesis", deleting the word Research.
596 should read "596 Directed Research", deleting the words Independent Study.
<table>
<thead>
<tr>
<th>Exam Title</th>
<th>BSU Course # &amp; Credits</th>
<th>Minimum score required for credit</th>
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