School of Education
PART V

School of Education

DEAN: GERALD R. WALLACE, Ed.D.

DEPARTMENTS AND FACULTY

TEACHER EDUCATION

Admission
Elementary Education
Secondary Education
Certification Requirements
Secondary Student Teaching

LIBRARY SCIENCE TEACHING MINOR

PHYSICAL EDUCATION

PSYCHOLOGY

COURSE OFFERINGS

MASTER OF ARTS IN ELEMENTARY EDUCATION
SCHOOL OF EDUCATION

Dean: Gerald R. Wallace, Ed.D.
Assistant Dean: Clyde Martin, Ed.D.

Departments and Faculty

Center for Counseling, Guidance, and Testing:
Dr. D. Torbet, Director
Professor: D. Torbet
Assistant Professor: A. DeLaurier, J. Dodson

Department of Health, Physical Education and Recreation:
Dr. G. Cooper, Chairman
Professors: G. Cooper, L. Smith
Associate Professor: B. Bowman
Assistant Professors: P. Bowman, J. Boyles, D. Connor, R. Lewis
Instructors: P. Holman, W. Jones, M. Satterfield, C. Thorngren
Director of Athletics: L. Smith

Department of Psychology:
Dr. J. Phillips, Chairman
Professors: J. Phillips, D. Smith, D. Torbet
Associate Professors: W. Barsness, G. Ison, W. Sickles
Assistant Professors: D. Heacock, W. Larson, S. Thurber, E. Wilkinson

Department of Teacher Education and Library Science:
Dr. Clyde Martin, Chairman
Professors: J. Barnes, R. Bullington, A. Chatburn, W. Hendry, M. Jackson, G. Wallace
Associate Professors: W. Kirtland, A. McDonald, C. Martin, G. Reed, V. Young
Educational Media Services: A. Barnes (Librarian), J. Hartvigsen, P. Orlovich

Reading Education Center:
W. Kirtland, Director

Educational Television:
J. A. Schlaefle, Director

Summary of Graduate Faculty by Rank
Professors ......................... 6
Associate Professors .............. 8
Assistant Professors ................11

The School of Education offers majors in Elementary Education; Physical Education for Men, Secondary Education Option; Physical Education for Women, Secondary Education Option; and Psychology, Liberal Arts Option. It offers course work of both professional and academic nature to students in these and in other major curricula throughout the College. The academic course work is designed to develop ability in and appreciation of scientific thinking about behavior. Professional training is directed primarily toward the mastery of skills that are needed by teachers in the elementary and secondary schools.

TEACHER EDUCATION

In addition to its course offerings, and closely related to its professional training programs, is the integrative and supervisory function of the Department of Teacher Education in the total preparation of elementary and secondary school teachers and librarians. The following paragraphs explicate that function, and every prospective teacher should read them carefully.

The Department of Teacher Education is responsible for planning and conducting the Teacher Education Program, which includes the preparation of school librarians as well as of elementary and secondary teachers. The programs are outlined in accordance with the aims and general graduation requirements of Boise State College and the certification requirements of the Idaho
State Board of Education. The Department of Teacher Education has an institution-wide commitment to the preparation of teachers, a commitment that is implemented in close cooperation with the subject-matter departments.

As a foundation for high-quality professional work, prospective teachers are provided with a well-rounded general education in the humanities and in the social and natural sciences. Each student also receives special preparation of teachers, a commitment that is implemented in close cooperation with the subject-matter departments.

Admission to School of Education

1. Students preparing to teach must apply for admission to the School of Education during the sophomore year. This application will be secured and processed as a part of the TE-201, Foundations of Education course (required for certification). Transfers who have completed an equivalent course in Foundations at another institution will secure the application for admission from the Dean's office. The form is entitled, "Admission to the School of Education."

2. General requirements for admission to the School of Education for elementary or secondary candidates shall be determined and implemented by the Department of Teacher Education. These requirements shall include:
   A. Filing of the "Admission to the School of Education" application.
   B. A minimum grade of "C" in TE-201 or its equivalent.
   C. A satisfactory test score in a prepared "English Qualification Examination." This examination will be prepared and administered by the Department of Teacher Education. The test will be a part of the course work of TE-201, Foundations of Education, given in the sophomore year. Students who fail this entrance examination will be required to make at least a "C" grade in English, in a course to be assigned by the Department of Teacher Education and to satisfactorily pass a second qualifying examination. Transfer students who have already taken the Foundations course at another institution will take the qualifying examination and will be subject to the above regulations.
   D. "Pass" by the Foundations of Education instructor in oral communication.

Admission to Student Teaching

1. An application for a specific student-teaching assignment must be filed with the Department of Teacher Education by February 15 of the junior year. Application forms may be secured from the Office of the Assistant Dean of the School of Education.

2. General requirements for admission to student teaching for elementary or secondary candidates include:
   A. A grade point average of 2.25 in the major and minor teaching fields and in the education courses completed.
   B. Recommendation by the major faculty advisor.
   C. Senior status.

3. Specific grade requirements—Elementary
   A minimum of "C" in each of the following courses:
   1. English Composition
   2. Educational Psychology, P-325
   3. Foundations of Education, TE-201

4. Specific grade requirements—Secondary
   A minimum of "C" in each of the following courses:
   1. English Composition
   2. Educational Psychology, P-325 or Adolescent Psychology, P-312
   3. Foundations of Education, TE-201
   4. Secondary School Methods, TE-381
   Approximately 30 semester credits in the major teaching field, 20 semester credits in the minor field.

5. Student teachers are expected to do responsible teaching, participate in co-curricular activities, maintain close contact with faculty and students in the public schools, and participate in seminars and conferences with their college supervisors.

6. Students who transfer to Boise State College must complete at least 6-9 semester hours in Education at the institution before being placed in student teaching.

ELEMENTARY EDUCATION

Students preparing to teach in the elementary grades will major in Elementary Education and complete a program of studies approved by the Chairman of the Department of Teacher Education and consisting of general and professional education courses.

Requirements for the Bachelor of Arts in Elementary Education:

1. General College graduation requirements to include:
   1. General College graduation requirements to include:
      A. English Composition 101 and 102 .............................................. 6
      B. Mathematics for Elementary Teachers ........................................ 6
      C. Laboratory Science to include both Biological and Physical Science ................................................... 12
      D. History of Western Civilization ............................................. 6
      E. U. S. History ................................................................. 6
      F. Federal Government ......................................................... 3
      G. General Psychology ......................................................... 3
      H. Child Psychology .......................................................... 3
      I. Social Science chosen from: Economics, Sociology or Anthropology .................................................. 3
      J. Humanities or Introduction to Art, or Music or Drama ..................... 6
      K. Music Fundamentals ......................................................... 2
      L. Literature ................................................................. 6
      M. Physical Education Activities ............................................ 2

2. Professional education requirements:
   A. Elementary School Physical Education Methods ........................................ 2
   B. Elementary School Music ..................................................... 2
   C. Children's Literature .......................................................... 3
   D. Audio Visual Aids .............................................................. 2
   E. Educational Psychology ......................................................... 3
   F. Elementary Curriculum and Methods I and II ................................ 6
   G. Elementary Student Teaching ................................................... 6
   H. Foundations of Education ..................................................... 3
   I. Speech for Teachers ............................................................. 3
**ELEMENTARY EDUCATION**

**Bachelor of Arts Program**  
(Suggested Program)

<table>
<thead>
<tr>
<th>FRESHMAN YEAR:</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
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</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>3</td>
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</tr>
<tr>
<td>Laboratory Science (Biological or Physical Science)</td>
<td>4</td>
<td>4</td>
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<tr>
<td>History of Western Civilization</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activities</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>2</td>
<td>4</td>
</tr>
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<td><strong>Total</strong></td>
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<td>15</td>
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<tr>
<th>SOPHOMORE YEAR:</th>
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<th>2ND SEM.</th>
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</thead>
<tbody>
<tr>
<td>Introduction to Humanities or (two of the following): Introduction to Music, Introduction to Art, Introduction to Drama</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Second Laboratory Science</td>
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<td>4</td>
</tr>
<tr>
<td>Fundamentals of Math for Elementary Teachers</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Survey of American Literature</td>
<td>3</td>
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<tr>
<td>U.S. History</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Geography</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
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<td>4</td>
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<td><strong>Total</strong></td>
<td>16</td>
<td>17</td>
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<table>
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<th>JUNIOR YEAR:</th>
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<tbody>
<tr>
<td>Literature (Upper Division)</td>
<td>3</td>
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<tr>
<td>Federal Government</td>
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<tr>
<td>Child Psychology</td>
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<td>3</td>
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<tr>
<td>Educational Psychology</td>
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<tr>
<td>Elementary School Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Speech for Teachers</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective (Economics, Sociology or Anthropology)</td>
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<td>3</td>
</tr>
<tr>
<td>Music Fundamentals</td>
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<tr>
<td>Public School Music</td>
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<td>2</td>
</tr>
<tr>
<td>Electives (Upper Division)</td>
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<td>2</td>
</tr>
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<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>SENIOR YEAR:</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
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</thead>
<tbody>
<tr>
<td>Children's Literature</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Audio Visual Aids</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Elementary School Art Methods</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Elementary Curriculum and Methods</td>
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<td>3</td>
</tr>
<tr>
<td>Elementary School Student Teaching</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Electives (Upper Division)</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

Departure from this program must be approved by the Chairman of the Department of Teacher Education.

**SECONDARY EDUCATION**

The Department of Teacher Education serves as consultant in the establishment of "secondary education options" within each of several subject-matter areas. (See the Secondary Certification Options in the School of Business; the School of Arts and Sciences; and the Physical Education Department in the School of Education.) The Department of Teacher Education does not offer degrees "in secondary education."

Students preparing to teach in junior or senior high school should major in the subject-matter fields in which they plan to teach. Each student must complete the required professional education courses and the necessary subject matter major under the direction of an advisor in his major department.

Idaho offers two approaches to certification. One consists of the traditional teaching major and teaching minor, while the other consists of a composite teaching major. The following subjects are approved as teaching majors and must be accompanied by an approved teaching minor: Biology, Earth Science, Chemistry, History, Mathematics. The following fields are approved as composite majors and do not require a teaching minor: Art, Business, English, Music, Physical Education, Social Science, Speech-Drama. It is sometimes desirable from the point of view of employment for the student to have a minor for a second teaching field in addition to the composite major where possible. In any case, specific requirements for each major are summarized under the subject-matter heading.

**CERTIFICATION REQUIREMENTS FOR SECONDARY EDUCATION**

Idaho requires a total of twenty semester credit hours "in the philosophical, psychological, and methodological foundations of education, which must include not less than six semester credit hours of secondary student teaching."

These requirements are translated into the following required Boise State College courses:

- TE-201 Foundations of Education ....... 3 credits
- P-312 Adolescent Psychology or P-325 Educational Psychology .......... 3 credits
- TE-381 Secondary School Methods .......... 3 credits
- TE-481 Secondary Student Teaching .......... 6 credits
- **TOTAL** ....... 15 credits

In addition to these required courses, a student may choose from the following courses (if they are appropriate to his teaching field) to complete the required twenty semester credit hours. (A student may wish to take more than the minimum twenty credit hours.)

- P-312 Adolescent Psychology .......... 3 credits
- P-325 Educational Psychology .......... 3 credits
- TE-356 Audio-Visual Aids in Education .......... 2 credits
- TE-371 Guidance for the Classroom Teacher .......... 3 credits
- AR-351 Secondary School Art Methods .......... 3 credits
- BE-401 Methods in Business Education .......... 3 credits
- BE-421 Business Curriculum and Problems .......... 3 credits
- TE-319 Methods of Teaching Secondary School English .......... 3 credits
- M-490 Mathematics in Secondary Schools .......... 3 credits
- MU-259-260 String Instrumental Techniques and Methods .......... 1 credit
- MU-301 Percussion Techniques and Methods .......... 1 credit
- MU-359-360 Brass Instrumental Techniques and Methods .......... 1 credit
- MU-363-364 Woodwind Instrumental Techniques and Methods .......... 1 credit
- MU-385-386 Choral Methods and Materials .......... 1 credit
- MU-371 Public School Music .......... 2 credits
- PE-461 Secondary School Health and Physical Education .......... 2 credits
- SP-311 Speech for Teachers .......... 3 credits

Each certified secondary school teacher must have one of the following options:

1. A major teaching field of at least 30 semester credit hours, and a minor teaching field of at least 20 semester credit hours.

2. A single teaching field of at least 45 semester credit hours.

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- SP-311 Speech for Teachers .......... 3 credits

Each certified secondary school teacher must have one of the following options:

1. A major teaching field of at least 30 semester credit hours, and a minor teaching field of at least 20 semester credit hours.

2. A single teaching field of at least 45 semester credit hours.
Following is a list of the teaching areas for which Idaho endorses certificates, regardless if the area is a major or a minor teaching field. Included in the teaching fields listed below is the specifically required minimum course content for each field. (Reproduced from the Idaho SDE pamphlet published March, 1970.)

**English**
Not less than six semester credit hours in composition and not less than six semester credit hours in American and English Literature. The remainder may be distributed in the related fields of speech, drama, and journalism.

**Speech-Drama**
Credits spread over both fields with not less than six semester credit hours in each. For separate endorsement in speech or drama, not less than fifteen semester credit hours in the field to be endorsed.

**Journalism**
Not less than fifteen semester credit hours in journalism and the remainder, if any, to be chosen from English.

**Social Studies**
Not less than six semester credit hours in American History and not less than three semester credit hours in American Government. In addition, work in two of the following fields to be represented: world history, geography, sociology and economics.

**American Government**
Not less than six semester credit hours in American Government, six semester credit hours in American History and three semester credit hours of comparative government.

**American History**
Not less than nine semester credit hours in American History and not less than three semester credit hours in American Government. The remaining work is to be in history and political science.

**Biological Science**
Credits distributed in the areas of botany and zoology, including at least six semester credit hours in each. Some work in physiology is recommended.

**Physical Science**
At least eight semester credit hours in chemistry and eight semester credit hours in physics.

**General Science**
Credits to include work in each of the following fields: physical, biological and earth science.

**Mathematics**
Credits to include work in algebra, geometry and trigonometry.

**Physical Education**
Credits distributed to include work in anatomy or physiology and health education.

**Secretarial Science**
Six semester credit hours in shorthand and at least one course in intermediate or advanced typewriting. The other credits are to be distributed in business courses which ensure knowledge of office machines, business and office practices and procedures.

**Bookkeeping**
Credits in business subjects, including at least one course in intermediate or advanced typewriting and not less than six semester credit hours of accounting with additional work in business law and business administration.

**Business Education**
Credits to include work in each of the following fields: typewriting, shorthand, accounting and office machines. Additional work may be selected from business law, business administration, retail merchandising, economics and office procedures.

**Driver Education**
An Idaho Driver Education teacher shall:
- Have four semester credit hours which shall consist of not less than two semester credit hours in basic driver education for teachers and followed by not less than two semester hours in courses such as the following: Advanced driver education, general safety education, traffic engineering, driving simulator education, and highway transportation.
- Have three years of satisfactory driving experience immediately preceding the time of teaching, as evidenced by the State Department of Law Enforcement, Traffic Safety Division.

This change given above was effective for all teachers of driver education in the State of Idaho on September 1, 1968.

**Music**
Credits to include work in theory and harmony, applied music (voice, piano, organ, band and orchestra instruments), History and Appreciation, Conducting, and music methods and materials.

**Arts and Crafts**
Credits to include work in four of the following areas: woodworking, drafting, ceramics, leather work, plastic, the graphic arts and art metal.
SECONDARY STUDENT TEACHING

Secondary Education Student Teaching for 1971-72

Student teaching will be given in 4 blocks of nine weeks each, all day. The first nine weeks will accommodate physical education majors, summer school candidates, transfers from other institutions and, if necessary, those who will graduate in December. The second nine weeks block will be reserved for history and social science majors, mathematics majors, and, if necessary, for students who will graduate in December. Business Education and English majors will student teach the third nine weeks block (first nine weeks of second semester); the fourth block of nine weeks will service all science, music, art, speech and drama, and foreign language majors for the student teaching assignment. Permission for any deviation to the above placement of major fields must be granted by the Dean of the School of Education.

Concentrated Course Blocks, 1971-72

The student will take a group of subjects (8-9 semester hours) during the balance of the semester, complementing the assigned student teaching block. Scheduling of the CCB will be done by the advisors in the major subject department as follows:

Scheduling by Departments

Art

CCB No. 3
Student Teaching No. 4 (6 credits)
CCB Choices: (8-9 credits)
Audio-Visual Aids, TE-356 (2)
Educational Psychology, P-325 (3)
Secondary School Methods, TE-381 (3)

Business

CCB No. 4
Student Teaching No. 3 (6 credits)
CCB Choices: (8-9 credits)
Audio-Visual Aids, TE-356 (2)
Educational Psychology, P-325 (3)
Speech for Teachers, SP-311 (3)
Business Curriculum and Problems, BE-421 (3)
Note: BE-401 Methods in Business Education (3) is to be taken the semester preceding student teaching.

English

CCB No. 4
Student Teaching No. 3 (6 credits)
CCB Choices: (8-9 credits)
Audio-Visual Aids, TE-356 (2)
Educational Psychology, P-325 (3)
Speech for Teachers, SP-311 (3)
Secondary School Methods, TE-381 (3)
Note: E-318 Methods of Teaching Secondary School English (3) is to be taken the semester preceding student teaching.

Foreign Languages

CCB No. 3
Student Teaching No. 4 (6 credits)
CCB Choices: (8 credits)
Audio-Visual Aids, TE-356 (2)
Educational Psychology, P-325 (3)
Secondary School Methods, TE-381 (3)

History

CCB No. 1
Student Teaching No. 2 (6 credits)
CCB Choices: (8-9 credits)
Audio-Visual Aids, TE-356 (2)
Educational Psychology, P-325 (3)
Speech for Teachers, SP-311 (3)
Secondary School Methods, TE-381 (3)
History—The National Era, 1815-1848, HY-353 (3)

Mathematics

CCB No. 1
Student Teaching No. 2 (6 credits)
CCB Choices: (8-9 credits)
Audio-Visual Aids, TE-356 (2)
Educational Psychology, P-325 (3)
Secondary School Methods, TE-381 (3)
Foundations of Geometry, M-311 (3)
Mathematics in Secondary Schools, M-490 (3)

Music

CCB No. 4
Student Teaching No. 3 (6 credits)
CCB Choices: (8-9 credits)
Audio-Visual Aids, TE-356 (2)
Educational Psychology, P-325 (3)
Speech for Teachers, SP-311 (3)
Business Curriculum and Problems, BE-421 (3)
Note: BE-401 Methods in Business Education (3) is to be taken the semester preceding student teaching.

Physical Education

CCB No. 2
Student Teaching No. 1 (6 credits)
CCB Choices: (8-9 credits)
Audio-Visual Aids, TE-356 (2)
Educational Psychology, P-325 (3)
Gymnastics, Apparatus, Fitness Techniques, PE-336 (2)
Problems in Interscholastic Athletics, PE-430 (2)
Note: Secondary School Methods, TE-381 (3) is to be taken the semester preceding student teaching.

Sciences

CCB No. 3
Student Teaching No. 4 (6 credits)
CCB Choices: (8-9 credits)
Audio-Visual Aids, TE-356 (2)
Educational Psychology, P-325 (3)
Secondary School Methods, TE-381 (3)

Social Science

CCB No. 1
Student Teaching No. 2 (6 credits)
CCB Choices: (8-9 credits)
Audio-Visual Aids, TE-356 (2)
Educational Psychology, P-325 (3)
Secondary School Methods, TE-381 (3)
History—The National Era, 1815-1848, HY-353 (3)

Speech

CCB No. 3
Student Teaching No. 4 (6 credits)
CCB Choices: (8 credits)
Audio-Visual Aids, TE-356 (2)
Educational Psychology, P-325 (3)
Secondary School Methods, TE-381 (3)
Note: Transfers from other institutions to Boise State College will need to be integrated as soon as possible into a schedule. Ordinarily, they should be assigned to Student Teaching No. 1 and CCB No. 2.
MINOR OPTION

LIBRARY SCIENCE TEACHING MINOR

In addition to general certification requirements, the training required for teacher librarians, at any grade level, shall be not less than 24 semester credit hours in the general field of educational media, 12 of which must be in the areas of material selection, organization and administration, cataloging and classification, and reference and bibliography. Students must be able to type.

Up to six semester credit hours in the subject areas listed below may be substituted for an equal number of hours in the field of educational media, for the purpose of meeting the requirements for the endorsement:

- Philosophy of Education
- Educational Administration
- Curriculum Design or Development
- Pedagogy or Methods of Instruction
- Educational Psychology, or Theory of Learning
- Child or Adolescent Psychology
- Communications
- Graphic Arts

A student wishing to become a professional librarian by continuing in a graduate school of librarianship should consult with the library staff, or with the library science instructor, for guidance in planning his undergraduate program. These basic courses which follow, however, will give suitable academic training for librarians in small public libraries of the area, who are unable to afford graduate library schools:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Introduction to Use of Libraries</td>
<td>2</td>
</tr>
<tr>
<td>Library Organization and Administration</td>
<td>3</td>
</tr>
<tr>
<td>Reference and Bibliography</td>
<td>3</td>
</tr>
<tr>
<td>Basic Book Selection</td>
<td>3</td>
</tr>
<tr>
<td>Cataloging and Classification</td>
<td>3</td>
</tr>
<tr>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>Audio Visual Aids in Education</td>
<td>3</td>
</tr>
<tr>
<td>Literature for the Adolescent</td>
<td>3</td>
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20-22

PHYSICAL EDUCATION

The School of Education, through its Department of Health, Physical Education and Recreation, offers a major with specialization in secondary school physical education. A minor in secondary school physical education, athletic coaching, and offerings in elementary physical education is given.

Placement

A Teacher Placement Service is maintained by the College Placement Office, which is administered by the Dean of Student Personnel Services.

Center for Counseling, Guidance, and Testing

The Center provides special services for students with problems in educational, vocational and personal areas. The Center is especially designed for students with specific reading problems. Other services include professional testing and counseling.

Reading Education Center

This Center provides special services for college and public school students with specific problems in reading. Faculty members, public school teachers and parents may seek assistance from the Reading Education Center for students who need diagnosis followed by planned instruction for improvement.

The Physical Education Department, in cooperation with the School of Education, offers courses in physical education, health education, recreation, and athletics coaching. Students who complete a four-year teacher training program are eligible to receive the Standard Secondary School Teacher Certificate issued by the State of Idaho. The 128 semester hours required for the Bachelor of Science Degree include the College graduation requirements for Idaho teachers certificate.

Required Physical Education for graduation: All students except veterans, married women 21 years of age or older and men 35 years of age or older are required to have two semester credits of physical education. The two semester credits shall be selected from the program of activity courses (one credit courses). One semester of PE 166 and 167 (Varsity Competition) will fulfill the College PE requirement. The physical education requirement should be completed during the first two semesters of residence unless special arrangements are made through the Chairman of the Department of Health, Physical Education and Recreation. No course may be repeated for credit, except two credits in varsity competition will fulfill the requirement.

Elective Physical Education: The Physical Education Department encourages participation in the elective program of activities. The program is designed to develop skills and interest in activities that will provide for the recreation and fitness needs of students. A maximum of six semesters of elective activities, in addition to the two required credits, may be counted toward graduation. No course may be repeated for credit. Elective activities are: Beginning Swimming, Self-Defense, Judo, Badminton, Volleyball, Basketball, Tennis, Field Hockey, Softball, Soccer, Rugby, Archery, Golf, Fencing, Touch Football, Body Conditioning, Beginning Gymnastics, Track and Field, Handball, Recreational Dance, Activities for Fitness, Bowling, Skiing, Advanced Swimming, Senior Life Saving, Water Safety Instruction, Advanced Gymnastics, Defensive Tactics, Advanced Judo, and Drill Team.

The Gymnasium and all of its facilities are available for student and faculty use. Intramural and Extramural activities are conducted throughout the year and the Physical Education Major's Club offers opportunities in a variety of activities.
# Requirements for Phys. Ed. Major

## Bachelor of Science Degree

### I. Secondary Education Option

#### A. Program for Men and Women

1. General College and Degree Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of Biology</td>
<td>4</td>
</tr>
<tr>
<td>Foundations of Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>Cultural approach to Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Concepts of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Human Anatomy and Physiology</td>
<td>5</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Sociology (elective)</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Physical Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>First Aid, Health and Safety Education</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Tests and Measurements</td>
<td>2</td>
</tr>
<tr>
<td>Skills for Teaching Physical Education</td>
<td>6</td>
</tr>
<tr>
<td>Organization and Administration</td>
<td>3</td>
</tr>
<tr>
<td>Problems in Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Activities (elective)</td>
<td>6</td>
</tr>
<tr>
<td>Requirements: Gymnastics; Recreational Dance; 1 course selected from Tennis, Badminton, Track and Field, Bowling, Swimming, Archery; 1 course selected from Volleyball, Soccer, Field Hockey;</td>
<td></td>
</tr>
<tr>
<td>Physical Education Electives (the following courses are especially recommended)</td>
<td>6</td>
</tr>
<tr>
<td>Elementary physical education</td>
<td>2</td>
</tr>
<tr>
<td>Correctives</td>
<td>2</td>
</tr>
<tr>
<td>Care and Treatment of Injuries</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Recreation</td>
<td>2</td>
</tr>
<tr>
<td>Kinesiology (Prerequisite: Anatomy and Physiology)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Electives (Includes Gymnastics, Recreational Dance, and 4 courses selected from Swimming, Soccer, Volleyball, Tennis, Badminton, Track and Field, Field Hockey, Archery, Golf.)</td>
<td>6</td>
</tr>
<tr>
<td>Dance Techniques</td>
<td>2</td>
</tr>
</tbody>
</table>

3. A minimum of 15 credits in electives outside the major field | 15 |

4. Education requirements for State Certification for Secondary Education | 20 |

### II. Physical Education Minor

#### A. Program for Men and Women

1. Physical Education courses required

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>First Aid, Health and Safety Education</td>
<td>3</td>
</tr>
<tr>
<td>Skills for Teaching Physical Education</td>
<td>6</td>
</tr>
<tr>
<td>Kinesiology (Prerequisite: Anatomy and Physiology)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Electives (Includes Gymnastics, Recreational Dance, and 4 courses selected from Swimming, Soccer, Volleyball, Tennis, Badminton, Track and Field, Field Hockey, Archery, Golf.)</td>
<td>6</td>
</tr>
</tbody>
</table>

### III. Coaching Minor (men)

1. Physical Education Courses required

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>First Aid, Health and Safety Education</td>
<td>3</td>
</tr>
<tr>
<td>One Course Skills of Teaching Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Care and Treatment of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>Physiology of Exercise</td>
<td>2</td>
</tr>
<tr>
<td>Problems in Interscholastic Athletics</td>
<td>2</td>
</tr>
<tr>
<td>Coaching Methods</td>
<td>8</td>
</tr>
</tbody>
</table>

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*The subjects (Kinesiology, Physiology of Exercise, and Required Physical Education) are included in the General College degree requirements and therefore are not listed in the Phys. Ed. requirements.*

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### PHYSICAL EDUCATION MAJOR

**Bachelor of Science Degree**

*(Suggested Program)*

#### FRESHMAN 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>Concepts of Biology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Cultural Approach to Mathematics</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Physical Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Required Physical Education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Area I Electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Area II Electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Area III Electives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### SOPHOMORE YEAR:

<table>
<thead>
<tr>
<th>Course</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Tests and Measurements</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Foundations of Physical Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foundations of Physical Science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Area I Electives</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Area II Electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Physical Education Electives</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

#### JUNIOR YEAR:

<table>
<thead>
<tr>
<th>Course</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Physiology of Exercise</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Skills for Teaching Physical Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Adolescent or Educational Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Secondary School Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

#### SENIOR YEAR:

<table>
<thead>
<tr>
<th>Course</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teaching</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Problems in Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization and Administration of P. E.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Education Electives</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Area III Electives</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Area IV Electives</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

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*The subjects (Kinesiology, Physiology of Exercise, and Required Physical Education) are included in the General College degree requirements and therefore are not listed in the Phys. Ed. requirements.*
Mathematics requirement in psychology curriculum

Until further notice, either M 100 and M 103 or M 103 and M 104 will be accepted as a substitute for the M 103-106 sequence required in the psychology curriculum. When making such adjustments, however, advisors must be sure to stay within the BA and BS core requirements listed on page 27 and 28, respectively, of the current catalog.

Every psychology major, whether or not he is planning to enter graduate school, must sit for the Graduate Record Examination (both "Aptitude" and "Advanced") at some time during his senior year.

REQUIREMENTS FOR PSYCHOLOGY MAJOR

Bachelor of Arts or Bachelor of Science

I. Lower division (68-70 credits)
A. Psychology (see B.2 below)
B. Other
1. Area I ........................................... *12
2. Area II ........................................... 24
   "Single Area II field other than History:
   General Psychology, 101 ............................ 3
   Intro to Practice of Psychology, 201 ............... 3
   Third Area II field .................................. 3
   Any Area II field .................................... 9
3. Area III ........................................... 24-26
   Fundamentals of Mathematics 105-106 ............... 8
   Introduction to Physical Science, Introduction to
   Chemistry, or General Chemistry. 8-10
   General Biology B-101-102 or Advanced
   General Biology B-203-204 ........................ 8-10
4. English Composition, 101-102 ..................... 6
5. Basic Physical Education Activities ............... 2

II. Upper Division (40 credits)
A. Psychology ......................................... 25
   1. Statistical Methods ............................. 3
   2. Experimental Psychology ........................ 4
   3. Psychological Measurement ....................... 3
   4. Psychological Systems ........................... 3
   5. Psychology Electives ............................ 12
B. Upper Division Electives .......................... 15

III. Free electives (18-20 credits)

NOTE: In both degree programs, "in addition to the (prescribed) degree requirements, a minimum of 15 credit hours is required ... in electives outside of the major field." Because a psychology major takes 12 (at least) hours more than the minimal requirements in Area III, this means that 3 (at most) of his "free electives" must be outside of his major department.

*Suggested Program*

<table>
<thead>
<tr>
<th>FRESHMAN YEAR:</th>
<th>1ST</th>
<th>2ND</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fundamental Concepts of Mathematics</strong></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Principles of Physics Science, Introduction to Chemistry or General Chemistry</strong></td>
<td>4 or 5</td>
<td>4 or 5</td>
</tr>
<tr>
<td>History sequence</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Physical Anthropology</td>
<td>3</td>
<td>---</td>
</tr>
<tr>
<td>Cultural Anthropology</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOPHOMORE YEAR:</th>
<th>1ST</th>
<th>2ND</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology</td>
<td>3</td>
<td>---</td>
</tr>
<tr>
<td><strong>Introduction to Practice of Psychology</strong></td>
<td>---</td>
<td>3</td>
</tr>
<tr>
<td><em>General Biology or Advanced General Biology</em></td>
<td>4 or 5</td>
<td>4 or 5</td>
</tr>
<tr>
<td><strong>Introduction to Humanities, Music, Art, or Drama</strong></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>---</td>
<td>3</td>
</tr>
<tr>
<td>Social Problems</td>
<td>---</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JUNIOR YEAR:</th>
<th>1ST</th>
<th>2ND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistical Methods</td>
<td>3</td>
<td>---</td>
</tr>
<tr>
<td>Experimental Psychology</td>
<td>---</td>
<td>4</td>
</tr>
<tr>
<td>Federal Government</td>
<td>3</td>
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<tr>
<td>State and Local Government</td>
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<td>3</td>
</tr>
<tr>
<td>Child Psychology</td>
<td>3</td>
<td>---</td>
</tr>
<tr>
<td>Adolescent Psychology</td>
<td>3</td>
<td>---</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>---</td>
<td>3</td>
</tr>
<tr>
<td>Psychological Measurement</td>
<td>---</td>
<td>3</td>
</tr>
<tr>
<td>Free Electives</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENIOR YEAR:</th>
<th>1ST</th>
<th>2ND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological Psychology</td>
<td>3</td>
<td>---</td>
</tr>
<tr>
<td>Personality</td>
<td>---</td>
<td>3</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>3</td>
<td>---</td>
</tr>
<tr>
<td>Psychological Systems</td>
<td>---</td>
<td>3</td>
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<tr>
<td>Upper Division Electives</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Free Electives</td>
<td>3</td>
<td>---</td>
</tr>
</tbody>
</table>

| NOTE: | |
| --- | 15 15 |

*This program was designed as a model for a PROFESSIONAL ORIENTATION in psychology; however, it will serve an ACADEMIC ORIENTATION also if courses in LEARNING and PERCEPTION are added as electives or are substituted for two of the non-asterisked upper-division psychology courses listed here.

**Substitution not allowed."
FROM: Gene Cooper
Re: Teacher Certification requirements for Physical Education Majors

The State Department of Education has approved PE 425 "Problems in Teaching Physical Education" to apply towards the hours required for teaching certification for physical education majors. This course will substitute for the retired course "Secondary School Health and Physical Education" that had been previously accepted in partial fulfillment of certification requirements.

COURSE OFFERINGS

PE PHYSICAL EDUCATION

101 Introduction to Physical Education (co-ed)—3 credits
(2 1-hour lectures, 2 hours lab) Designed to give the prospective physical education teacher an understanding of what is involved in the profession; physical education as a merging profession; service rendered by physical educators; setting for physical education; relationship of physical education to health, recreation, camping, and outdoor education; leadership in physical education; duties of physical educators; professional preparation; professional organizations; Certification requirements; employment opportunities; challenges facing physical education. Two hours laboratory to include testing for skills, basic fundamental movements, and observation of programs. Prerequisite: none. First semester.

103 Introduction to Recreation (co-ed)—2 credits
Designed to acquaint the student with the growth and development of community recreation and the role of community recreation in our present day society. Second semester.

106 First Aid, Health, and Safety Education (co-ed)—3 credits
(3 1-hour lectures) The course will cover standard and advanced First Aid with emphasis on practical use of the knowledge in various occupations; needs for safety education, the role of the school in a program of safety, methods and materials in safety education; phases of health in which the student can aid in conserving the health of himself, his family, and the community. Prerequisites: none. Each semester.

152 Beginning Swimming (W)—1 credit
Teach basic skills, floating, bobbing and basic swimming techniques, American crawl, side stroke, back stroke. For students that don't know how to swim. Each semester.

155 Drill Team Clinic—1 credit
A workshop designed to teach how to organize, operate and control a girls marching and dancing team, to create football drills, basketball shows, and parades. Summer session.

157-158 Drill Team (W)—1 credit
Drills composed of dance steps and arranged in various formation and maneuvers for half-time presentation at football and basketball games. One hour daily. By instructor's permission. Each semester.

159 Self-Defense (W)—1 credit
The defensive arts are presented in the form of Aikido, teaching coordination of mind and body, and on-aggressive application of the natural laws of gravity and force. Each semester.

161 Badminton (W)—1 credit
A general introduction to rules and fundamentals of Badminton. Each semester.

162 Badminton (M)—1 credit
A general introduction to rules and fundamentals of Badminton. Each semester.

163 Volleyball (W)—1 credit
A course in the fundamentals and team strategy of volleyball. Also designed for the improvement of skill. Each semester.

164 Volleyball (M)—1 credit
General rules and participation. Each semester.

165 Basketball (W)—1 credit
A course in the fundamentals and team strategy of basketball. Also designed for the improvement of skill. Each semester.

166, 167 Varsity Participation (M)—1 credit

168 Basketball (M)—1 credit
General rules and participation. Second semester.

169 Tennis (W)—1 credit
An introductory course to provide training and special skills and rules in tennis. Each semester.

170 Tennis (M)—1 credit
An introductory course to provide training and special skills and rules in tennis. Each semester.

171 Field Hockey (W)—1 credit
A course in the fundamentals and team strategy of field hockey. Also designed for the improvement of skill. First semester.

172 Softball (W)—1 credit
Second semester.

173 Soccer (M)—1 credit
Each semester.

174 Judo (M)—1 credit
Each semester.
175 Self-Defense (M)—1 credit
Each semester.
176 Beginning Swimming (M)—1 credit
Teach basic skills, floating, bobbing and basic swimming techniques, American crawl, side stroke, back stroke. For students that do not know how to swim. Each semester.
179 Archery (co-ed)—1 credit
First semester.
180 Golf (co-ed)—1 credit
Each semester.
181 Track and Field (W)—1 credit
A course in the fundamentals, theory, and practice of running, hurling, shot put, discus, standing broad jump, running broad jump, and high jump. Second semester.
183 Handball and Court Games (M)—1 credit
Techniques and skills of handball and paddleball with special emphasis on playing procedures. Either semester.
184 Recreational Dance (co-ed)—1 credit
A course in the fundamentals of dance designed to increase the knowledge and skill of the student. The course will include folk, square, round, mixers, and basic social dances. Each semester.
185 Activities for Fitness (W)—1 credit
Emphasis on body mechanics to increase physical fitness, Poise, coordination, improvement of posture through exercises also are stressed. Each semester.
186 Activities for Fitness (M)—1 credit
Techniques and skills for individual fitness, with emphasis on running, and general physical conditioning programs for individual needs. Either semester.
187 Tap Dancing (co-ed Elective)—1 credit
Either semester.
188 Social Dancing (co-ed Elective)—1 credit
Either semester.
189 Folk and Square Dancing (co-ed Elective)—1 credit
Either semester.
190 Bowling (co-ed Elective)—1 credit
Either semester.
191 Skiing and Mountaineering (co-ed Elective)—1 credit
Second semester.
192 Defensive Tactics (co-ed Elective)—1 credit
Each semester.
193 Touch Football (M) (Elective)—1 credit
First semester.
201 Foundations of Physical Education (co-ed)—3 credits
(3 1-hour lectures) Course content consists of philosophy of education and physical education, objectives of physical education, physical education's role in general education, changing concepts of physical education, scientific foundations of physical education, curriculum development in physical education, history and principles of physical education. Sophomore year. Prerequisite: Introduction to Physical Education. Either semester.
202, 204 Sports Officializing (co-ed)—2 credits
Each semester.
206 Advanced Gymnastics (co-ed)—1 credit
Special emphasis is placed on developing combination and routines on the different types of apparatus. (Prerequisite: Beginning Gymnastics or instructor's permission.) Each semester.
207 Advanced Self-Defense (M)—1 credit
Prerequisite: Self-Defense or instructor's permission. Each semester.
210 Advanced Judo (M)—1 credit
Prerequisite: Judo or instructor's permission. Each semester.
231 Beginning Swimming (W)—1 credit
Each semester.
245 Tests and Measurements (co-ed)—2 credits
Testing procedures and standard tests used in physical education activities, the evaluation of physical education activities; physical makeup of examinations and importance of evaluating programs in physical education. Prerequisite: Introduction to Physical Education and Cultural Approach to Math. First semester.
273 Beginning Gymnastics (M)—1 credit
Each semester.
277 Body Conditioning (M)—1 credit
Each semester.
281 Advanced Swimming (co-ed)—1 credit
To teach the advanced pupil about Senior Life Saving, the 9 basic styles of swimming. The student should be of sound physical condition and have a better than average swimming ability. (Prerequisite Senior Life Saving or permission of instructor.) Each semester.
282 Senior Life Saving (co-ed)—1 credit
To provide the swimmer with additional strokes and self rescue techniques that will make him a better participant in the sport of swimming. Each semester.
283 Water Safety Instruction (co-ed)—1 credit
This course is divided into two sessions of eight weeks each. First session—teaching the beginning swimmer. Second session—teaching the advanced swimmer and introduction to S.C.U.B.A. (Prerequisite: Advanced Swimming or Senior Life Saving or permission of instructor.) Each semester.
286 Fencing (co-ed)—1 credit
Each semester.

Upper Division

301-302—Skills for Teaching Physical Education (co-ed)—3 credits each
Consideration of teaching methods and procedures, techniques and skills in a variety of activities, development of units and lesson plans, and laboratory experiences as a student assistant in activity classes. Prerequisites: Introduction to Physical Education and Foundations of Physical Education. Sequence course.
319 Techniques and Methods of Coaching Football—2 credits
Details of teaching individual fundamentals, offensive and defensive play, strategy, and conditioning of players. Prerequisite: Junior standing or instructor's permission. Fall semester.
320 Techniques and Methods of Coaching Wrestling—2 credits
Offense and defense in wrestling, equipment and training; meets and tournaments; wrestling styles; and conditioning and facilities. Prerequisite: Junior standing or instructor permission. Either semester.
323 Techniques and Methods of Coaching Basketball—2 credits
Methods of coaching offense and defense, styles of play and basketball strategy. Prerequisite: Junior standing or instructor's permission. Either semester.
324 Techniques and Methods of Coaching Baseball—2 credits
Baseball fundamentals including batting, fielding, conditioning and training. Prerequisite: Junior standing or instructor's permission. Spring semester.
327 Techniques and Methods of Coaching Track and Field—2 credits
The theory and methods of coaching the various events in track and field and the planning of meets. Prerequisite: Junior standing or instructor's permission. Spring semester.
328 Care and Treatment of Athletic Injuries—2 credits
The care, prevention, and treatment of athletic injuries. The study and practice of modern athletic training methods. Prerequisite: Junior standing, Kinesiology or Physiology of Exercise. Either semester.
336 Gymnastics, Apparatus, Fitness Techniques (co-ed)—2 credits
CCBI! One hour lecture and one two-hour lab. Techniques and skills of gymnastics and apparatus. Agility drills and general physical conditioning including safety precautions, equipment and measurement. Prerequisite: Junior standing, Gymnastics or instructor's permission. First semester.
241 Dance Techniques (co-ed)-2 credits
Fundamentals and advanced techniques in Ethnic Folk and American Square Dances with additional Social Dance techniques. Prerequisite: Folk and Square Dance and Social Dance. 1 hour lecture and 1 two-hour lab. Either semester.

351 Kinesiology (co-ed)-3 credits
A study of the range, quality, and capacities of movement of the human body, analysis of muscular movement in sports activities. Prerequisite: Junior standing; Human Physiology and Anatomy Z-107. First semester.

355 Physiology of Exercise (co-ed)-3 credits
The effects of muscular exercise and physical conditioning on the circulatory, respiratory, and other physiological processes. Prerequisite: Junior standing; Human Physiology and Anatomy. Second semester.

357 Rhythms for Kindergarten, Special Education and Elementary School Teachers (co-ed)-2 credits 1 lecture 1 laboratory
A course designed for future special education teachers, kindergarten teachers and Elementary Physical Education Ministers with emphasis on teaching methods of physical education to kindergarten and special education students. Prerequisite: Junior standing. Either semester.

361 Elementary School Physical Education (co-ed)-2 credits
The study of the physical needs of elementary school children combined with the selection and planning of activities and procedures in the presentation of physical education program. One hour lecture. One hour lab per week. Prerequisite: Junior standing. Either semester.

363 Elementary School Health Education (co-ed)-2 credits
A survey of methods and techniques in presenting Health materials. Emphasis on available source materials and the organization of teaching health units for elementary schools. Two hours per week. Prerequisite: Junior standing. Either semester.

421 Problems in Physical Education (co-ed)-2 credits
CCBII 2 1-hour lectures. A course for senior students who have completed student teaching. Students will mutually consider problems encountered in student teaching and attempt to solve them. The resources of the entire physical education staff, plus outside experts will be used. Opportunities for individual research will be provided. Prerequisite: Student teaching. First semester.

430 Problems in Interscholastic Athletics (co-ed)-2 credits
CCBII 2 hours lecture. Study of the organization and management of interscholastic athletics including nature and functions of budgeting, finance, personnel, facilities, equipment, supplies, scheduling, records, public relationships, legal responsibilities, professional relationships, and professional advancement. Prerequisites: One semester of Skills for Teaching Physical Education and Senior standing. First semester.

451 Correctives (co-ed)-2 credits
Survey of common deviations of posture, functional disturbances and crippling conditions found in school children. Consideration of the extent and limitations of the teacher's responsibility for correction or improvement of physical defects. Prerequisite: Junior standing or instructor's permission. Second semester.

457 Organization and Administration of Physical Education (co-ed)-3 credits
Study of departmental organization, instructional and recreational programs, supervision of instruction, physical plant, and finances. Prerequisite: Junior standing or instructor's permission. Second semester.

471 High Organized Games (W)-2 credits
Special emphasis is placed on officiating; prevention and care of athletic injuries; selection and maintenance of equipment for the respective games. One hour lecture and one two-hour lab. Either semester.

P PSYCHOLOGY

Lower Division

101 General Psychology-3 credits
The first half of an introductory course in psychology. General Psychology 101 and 102 are more concerned with theory and terminology than are the other beginning courses listed in this section. Emphasis in the first semester will be on growth and development, individual differences, motivation, emotion, adjustment, learning, perception, and thinking. Recommended preparation: one year of college-level science. Each semester.

105 Applied Psychology-3 credits
A study of the application of psychological principals to selected activity areas, such as business, education, military, medicine, law enforcement, etc. The course is designed especially for those students whose majors lie outside the behavioral sciences. Either semester.

201 Intro to Practice of Psychology—3 credits
An exposure to psychology as it is actually applied as professional practice in public and private settings. Direct interaction, through lecture and discussions, with psychologists who are employed in a wide variety of specific occupations. Prerequisite: General Psychology 101 and consent of instructor. Second semester.

210 Human Growth and Development—3 credits
A survey of significant factors in development from conception through adolescence. Consideration is given to normal patterns of maturation and adjustment. Major constitutional and environmental adjustment problems will also be presented. The course is intended for those who wish to study the general factors in child and adolescent development, not for psychology or education majors. Students may not earn credits in this course and in Child Psychology P-311 or Adolescent Psychology P-312. Either semester. Not offered 1971-72.

Upper Division

301 Abnormal Psychology—3 credits
A descriptive approach to the study of the etiology, development, and dynamics of behavioral disorders; together with a review of current preventive and remedial practices. Prerequisite: General Psychology 101. Either semester.

305 Statistical Methods—3 credits
Statistical concepts and methods commonly used in treatment of data in the Social Sciences. Topics covered will include: measures of central tendency and of variability, correlation measures, probability, and simple analysis of variance. Prerequisites: Fundamental Concepts of Mathematics 105-106. Each semester.

311 Child Psychology—3 credits
A study of development and adjustment from conception to adolescence. Consideration will be given to both constitutional and environmental factors, to normal growth patterns, and to problem areas. Students may not earn credits in this course and in Human Growth and Development P-210. Prerequisite: General Psychology 101. Each semester.

312 Adolescent Psychology—3 credits
Chronologically a continuation of Child Psychology P-311; the course will emphasize the special conditions of adolescent growth and adjustment. Consideration will be given to maturational and social patterns, and to behavioral, learning, and other problem areas. Students may not earn credits in this course and in Human Growth and Development P-210. Prerequisite: General Psychology 101. Second semester.

321 Experimental Psychology—4 credits
The application of scientific methodology to the study of behavior. Design of experiments; methods of analysis and interpretation of data; reporting of behavioral research. Two lectures and two two-hour laboratory periods per week. Prerequisite: General Psychology 101, Statistical Methods P-305 and Fundamental Concepts of Mathematics 105-106. Each semester.
### TEACHER EDUCATION

#### Lower Division

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Notes</th>
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<tbody>
<tr>
<td>325</td>
<td>Educational Psychology</td>
<td>3</td>
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<tr>
<td>341</td>
<td>Perception</td>
<td>3</td>
<td>General Psychology 101</td>
<td>Each semester.</td>
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<tr>
<td>421g</td>
<td>Psychological Measurement</td>
<td>3</td>
<td>General Psychology 101</td>
<td>Second semester.</td>
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<tr>
<td>425</td>
<td>Physiological Psychology</td>
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<tr>
<td>435</td>
<td>Psychology of Motivation</td>
<td>3</td>
<td>General Psychology 101</td>
<td>Either semester.</td>
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<tr>
<td>441</td>
<td>Learning</td>
<td>3</td>
<td>General Psychology 101</td>
<td>Either semester.</td>
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<tr>
<td>481</td>
<td>Psychological Systems</td>
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#### Upper Division

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Notes</th>
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<tbody>
<tr>
<td>351</td>
<td>Elementary Curriculum and Methods-Language Arts</td>
<td>3</td>
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<td>352</td>
<td>Elementary Curriculum and Methods-Social Studies and Science</td>
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<tr>
<td>353</td>
<td>Elementary Mathematics Methods</td>
<td>2</td>
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<tr>
<td>354</td>
<td>Science for Elementary Schools</td>
<td>2</td>
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<td>355</td>
<td>Teaching of Reading</td>
<td>2</td>
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<td>356</td>
<td>Audio-Visual Aids in Education</td>
<td>2</td>
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<tr>
<td>357</td>
<td>Language Arts Methods</td>
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<td>359</td>
<td>Social Studies Methods</td>
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<tr>
<td>361</td>
<td>Workshop in Modern Mathematics for Elementary Teachers</td>
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<td></td>
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<tr>
<td>371</td>
<td>Guidance for the Classroom Teacher</td>
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</tbody>
</table>
381 Secondary School Methods—3 credits
A study of the over-all program and objectives of the secondary school, with special attention given to methods and materials of instruction. Application is given to the student's major and minor teaching areas. Prerequisites: (1) Admission to Teacher Education; (2) Completion of Educational Psychology (P-325) or Adolescent Psychology (P-312); (3) G.P.A. of at least 2.25 in major field, minor field, and education courses. This course should be taken prior to student teaching. Each semester.

391 Psychology of the Exceptional Child—3 credits
A psychological study of children who deviate from the average mentally, physically, socially, and emotionally to such an extent that special treatment is needed. Problems of identification, diagnosis, treatment, training, and employment are considered. Prerequisite: Educational or Child Psychology. First semester.

392 Education of the Exceptional Child—3 credits

393 Driver Education—2 credits
This course is designed to aid teachers in the instruction of beginning drivers, and in the use of dual controlled automobiles. It includes the functioning of the vehicle, its proper operation, and traffic control and safety. Spring, Summer.

394 Advanced Driver Education—2 credits
A course designed to provide advanced preparation in principles and practices of driver and traffic safety education for teachers, supervisors, and administrators. Prerequisite: TE-351. Either semester.

455 Corrective Reading in the Elementary School—3 credits
A study of reading difficulties of elementary school pupils with emphasis upon diagnosis, materials, and methods of teaching. Prerequisite: Elementary Student Teaching, TE-471, or teaching experience and a basic course in the teaching of reading. Either semester.

470 Elementary Student Teaching—3 credits
Observation and supervised teaching in the schools of Boise. Either semester.

471 Elementary Student Teaching—4 credits
Observation and supervised teaching. Prerequisites: Approval of an Application for Student Teaching, Senior standing, and G.P.A. 2.25. First semester.

472 Elementary Student Teaching—5 credits
Observation and supervised teaching. Prerequisite: TE-351. To be taken concurrently with Elementary Curriculum and Methods, TE-352. Second semester.

481 Secondary Student Teaching—6 credits
Supervised student teaching in a public secondary school. This is practical teaching experience in the student's major and/or minor teaching field. Prerequisites: (1) Admission to Teacher Education; (2) Completion of Educational Psychology (P-325) or Adolescent Psychology (P-312); (3) Secondary School Methods (TE-381) must be completed prior to student teaching; (4) Completion of at least 11 semester hours of education and psychology requirements (P-325 and/or P-312); (5) G.P.A. of at least 2.25 in major field, minor field, and education courses; (6) Senior standing; (7) Recommendation of the student's academic advisor; (8) Approval of an official application for student teaching, which must be filed with the office of the Assistant Dean, by February 15 of the Junior year. Each semester.

LS LIBRARY SCIENCE

Lower Division

101 Introduction to use of Books and Libraries—2 credits
Teaches efficient use of library materials, card catalog, indexes, general reference books, and reference aids in various subject fields. Open to any student but designed primarily for freshman, sophomores, and new students. Recommended for education majors. Either semester.

Upper Division

301 Library Organization and Administration—3 credits
An introduction to the development, organization, and management of all types of libraries, with emphasis on the school library and its place in the instructional program. First semester.

*311 Reference and Bibliography—3 credits
Introduction to the principles and techniques of reference work; the evaluation and use of basic reference books, indexes, and bibliographies found in school and small public libraries. First semester.

316 Children's Literature—3 credits

*321 Basic Book Selection—3 credits
Principles and techniques for evaluating and selecting library materials; introduction to reviewing media and to basic tools for selecting and acquiring all types of book and non-book materials. Includes discussions of discarding and weeding, and materials for the slow and gifted reader. Second semester.

331 Cataloging and Classification—3 credits

**341 Literature for the Adolescent—3 credits
Reading and appraisal of literature appropriate to the needs, interests, and abilities of young people. Intended for librarians, high school teachers and others interested in working with young adults. Prerequisite: 3 credits of Lower Division Literature. Second semester.

*Especially recommended for secondary teachers.
**Especially recommended for secondary language arts teachers.
MASTOR OF ARTS IN ELEMENTARY EDUCATION

General Prerequisites for Applicants

Admission will be granted to applicants who hold a bachelor’s degree from an accredited college or university, and who give promise of meeting the standards set by the School of Education as well as the specific regulations of the particular program to which they apply.

Specific Prerequisites for Applicants

All applicants must meet undergraduate requirements in elementary education, or fulfill these requirements before entering the graduate program.

All applicants must be accepted by the School of Education through its Department of Teacher Education. Specific requirements will be determined by this department for graduate admission to a teacher education program designed to provide graduate preparation of elementary teachers.

Required Courses in Education

A basic core of 9 semester hours is a requirement for all candidates for the Master of Arts in Elementary Education degree.

Elective Courses in Education

Twelve semester hours of credit must be chosen from the courses listed in the elective area. At least one course must be chosen from Cluster I and from Cluster II. The candidate will be able to select courses which will strengthen his effectiveness as an elementary teacher.

Cluster I (Choose at least one course)


The total reading process is stressed. Areas such as readiness, grouping, methodologies, new approaches to reading, dictionary skills, word attack skills and comprehension skills are emphasized; procedures of testing both standardized and informal are discussed.


A comprehensive study of the practices and principles in social science education, including objectives, social problems, unit development, work-study skills, organization of the program materials and media, and research findings basic to social studies will be developed.


A study will be made of the number abilities needed by children, the methods needed in providing number experiences, desirable teaching procedures, use of materials; and research findings in mathematics.

The Graduate Degree Program

The elementary education graduate program will consist of at least 30 semester hours of credit, determined as follows:

Required courses—Education ........ 9 semester credits
Elective courses—Education ........ 12 semester credits
Open electives .......................... 6 semester credits
Seminar .................................. 3 semester credits

A maximum of 9 semester credits may be accepted from other graduate schools upon application and consideration of applicability of the course by a committee of the graduate faculty.

Cluster II (Choose at least one course)


A study of the techniques and methods applicable for use by the classroom teacher in developing counseling skills will be the major concern of this course.


Emphasis will be given to the role of language arts and linguistics in the elementary school curriculum, stressing the newer approaches to language development, spelling, writing, listening-speaking skills.


Current practices and principles in modern elementary science concepts will be developed. Particular reference will be made to selecting and organizing content and experimental activities.


Integration of the humanities and fine arts into the elementary curriculum will be the major concern of this study. Methods, activities, projects and media will be investigated.

TE-515 Development of Skills for Teaching Pupils with Learning Difficulties—3 Sem. Cr.

A study of the techniques and methods applicable for use by the classroom teacher in developing skills for working with pupils with learning difficulties will be the major emphasis of this course.

TE-516 Development of Skills for Teaching the Fast Learner—3 Sem. Cr.

The techniques and methods applicable for use by the classroom teacher in developing skills for working with pupils with exceptional abilities will be studied.

TE-517 Development of Skills for Teaching the Mentally Retarded—3 Sem. Cr.

The techniques and methods applicable for use by the classroom teacher in developing skills for working with mentally retarded pupils will be studied.
P-502 Advanced Educational Psychology—3 Sem. Cr.
A study of contemporary issues involving both theoretical and methodological considerations in the history and systems of educational psychology will be given. Special emphasis will be given to group behavior in terms of principles relevant to educational objectives.

P-503 Individual Testing Practicum—3 Sem. Cr.
Emphasis in the course will be placed on the techniques and procedures of administering and scoring current, standardized intelligence tests. In addition, relevant empirical studies and theoretical formulations will be intensively surveyed as a basis for understanding and interpreting test data. Prerequisites: Mathematics 105-106, Statistics, and Psychological Measurement, P-421.

P-504 Analysis of the Individual—3 Sem. Cr.
Theory and methods commonly employed in analyzing the individual, using observational methods, diagnostic interviews and study techniques are developed.

P-505 Personality Development—3 Sem. Cr.
Critical consideration of the main personality theories, particularly those which emphasize current concepts regarding learning, perception and motivation is developed. Study of the interaction of emotional and cognitive factors in personality development at different age levels is pursued.

P-421g Psychological Measurement—3 Sem. Cr.
An introduction to the theory and nature of psychological measurement together with a survey of psychological tests currently used. Prerequisite: General Psychology P-101, Fundamental Concepts of Mathematics M-105-106 and Statistical Methods P-305.

Additional Elective Courses in Education

TE-518 Techniques for Creative Writing in Elementary Schools—3 Sem. Cr.
Methods and techniques for encouraging creative writing in the elementary school pupils will be given.

TE-519 Advanced Children's Literature—3 Sem. Cr.
A presentation of the latest in children's literature for use in the elementary school will be made. Special emphasis upon children's poetry will be included.

TE-520 Educational Media—3 Sem. Cr.
This course will acquaint the elementary classroom teacher with the latest educational media available for use. Evaluation of the materials in a media center will be studied. Emphasis upon the use of a curriculum resource center in the local school system will be made.

TE-521 Elementary Physical Education Activities—3 Sem. Cr.
Methods and techniques for classroom and playground activities for physical education curriculum development will be presented. Emphasis upon corrective physical education procedures will be given.

Open Courses (Choose 6 Semester Hours of Credit)
Six semester hours of credit will be open for selection in any area of the college course offerings that will enable the candidate to strengthen his potential in elementary instruction. The candidate, in cooperation with his graduate committee, will choose courses from education or from the academic subject matter areas which will meet his individual needs as a teacher. A special topics or practicum experience may be arranged in this six semester hour open block of credits. It is the desire of the school of Education to make this area so flexible that the needs of each individual candidate for the graduate degree can be adequately met.

MASTER OF ARTS IN ELEMENTARY EDUCATION

FOR READING SPECIALIST

The candidate who is interested in pursuing a Master's Degree in Reading with the intent to become a special reading teacher will be required to complete the following courses in addition to the 9 semester hours in the Elementary Education Core:

REQUIRED READING COURSES

The total reading process is stressed. Areas such as readiness, grouping, methodologies, new approaches to reading, dictionary skills, word attack skills and comprehension skills are emphasized. Procedures of testing both standardized and informal are discussed.

TE-502 Diagnosis of Reading Problems (Directed Experiences in the Reading Center)—3 Sem. Cr.
The role of the special reading teacher and his type of screening devices is developed. Various standardized and informal reading tests are put into practice by working with a child in the Reading Center. A case study culminates the course. Prerequisite: TE 501.

TE-503 Remediation of Reading Problems (Directed Experiences in the Reading Center)—3 Sem. Cr.
Remediation approaches and techniques for disabled readers is emphasized. Training is fostered by tutoring a child under supervision in the Reading Center. Prerequisite: TE 502.

TE-504 Seminar in Reading Education—3 Sem. Cr.
The significant research concerning all phases of reading is abstracted and discussed in small group settings. Instruction in Reading research in reading is developed and is brought into focus by the scholar's conducting his own reading research project. Prerequisite: TE 503.

TE-505 Tests and Measurements—3 Sem. Cr.
An intensive investigation is pursued in the field of individual testing, measurement and evaluation.

P-504 Analysis of the Individual—3 Sem. Cr.
Theory and methods commonly employed in analyzing the individual, using observational methods, diagnostic interviews and study techniques are developed.

OR

P-505 Personality Development—3 Sem. Cr.
Critical consideration of the main personality theories, particularly those which emphasize current concepts regarding learning, perception and motivation is developed. Study of the interaction of emotional and cognitive factors in personality development at different age levels is pursued.

ELECTIVE READING COURSES

TE-522 Individualization of Reading Instruction—3 Sem. Cr.
Emphasis upon the individualized approach to reading education will be the main theme of this course.


TE-519 Advanced Children's Literature—3 Sem. Cr.
PART VI

Graduate School

DEAN: GILES MALOOF, Ph.D.

PROGRAMS AND FACULTY
APPLICATION FOR ADMISSION
SPECIAL STATUS CLASSIFICATION
GENERAL ADMISSIONS CRITERIA
GRADUATE CLASSIFICATIONS
GRADUATE CREDIT FOR SENIORS
SCHOLARSHIP REQUIREMENTS
CREDIT REQUIREMENTS
SUPERVISORY COMMITTEE ASSIGNMENT
RESIDENCE REQUIREMENTS
TRANSFER OF CREDITS
TIME LIMITATIONS
FOREIGN LANGUAGE REQUIREMENTS
THESIS REQUIREMENTS
CANDIDACY
FINAL EXAMINATION REQUIREMENTS
APPLICATION FOR PREDICTIVE EXAMINATIONS
ELEMENTARY EDUCATION WITH CORE ENRICHMENT
LIMITATIONS ON STUDENT COURSE LOADS
COURSE NUMBERING SYSTEM
GRADUATE SCHOOL
DEAN: GILES WILSON MALOOF, Ph.D.

Programs
Boise State College offers the graduate degrees of Master of Business Administration (MBA) and Master of Arts in Elementary Education (MA). Three curricula are available for students working toward the MA. These are as follows:
- MA in Elementary Education with
  I) Curriculum in Education
  II) Curriculum in Reading Education
  III) Curriculum in Education—Core Enriched

THE GRADUATE FACULTY
Ordinarily, the Graduate Faculty are also members of the faculty of a department in one of the other schools—Arts and Sciences, Business, or Education. As such, they are listed elsewhere in the catalog by their departmental affiliation. In the following listing the total numbers are listed by rank.

GRADUATE FACULTY
Professors .................. 15
Associate Professors ........ 27
Assistant Professors ........ 38

General Information for Graduate Students

Application for Admission
Application for admission to the graduate programs in Elementary Education and Business Administration 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 Graduate Dean. The transcripts are to be sent directly to the Boise State College 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 College in conjunction with such applications for admission become the property of Boise State College. Under no circumstances will they be duplicated, and the original returned to the applicant or forwarded to any agency or other college or university.

Special Status Classification (for students not admitted to the Graduate School)
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.

General Admissions Criteria
A student may be admitted to the Graduate School at Boise State College 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 of 3.00 the last two years of undergraduate study, or has earned an overall grade point average of 2.75.
3. Completion of the predictive examination required by the department as listed under departmental criteria.
4. Recommendation for admission by the department in which the student expects to work and approval by the Graduate School.
Graduate Classifications

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

Regular Classification: 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.

Graduate Credit for Seniors

A Boise State College 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 insofar as these credits will not prejudice his graduation during that academic year. The necessary Senior Permit Forms are available at the Admissions Office. Such approval must be secured at least one month in advance of registration.

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 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.

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 will establish with the student a program of study, direct his thesis or graduate project, 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 study. 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 college campus is required.

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 College 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. Once graduate programs in Business and Elementary Education are implemented, all appropriate graduate work taken through the Cooperative Graduate Center can be accepted as residence credit.

Time Limitations

All of the work offered toward a Master's Degree Program must be completed within six (6) consecutive years from the time the student was admitted with regular status.

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 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 six (6) 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. Changes in the planned program after admission to candidacy must be recommended in writing by the student's supervisory committee and be approved by the Dean of the Graduate School. Application forms for admission to candidacy are available in the graduate section of the Admissions Office.

Final Examination Requirements

A final examination, written, oral, or both, administered by the department or interdisciplinary unit is required. The dates for these examinations are set by the Graduate School once each semester, and once each summer session to be listed in the graduate Bulletin Calendar. A student is not eligible to apply for the final examination until he has been admitted to candidacy.

Failure in the final 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.

A final examination in defense of the thesis must be conducted at least three weeks before commencement. On a final oral examination in defense of a thesis, an additional member, who may be from outside the department or school, will be appointed by the Graduate Dean. Applications for the final comprehensive examinations are available in the Graduate School office.

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 College, to secure the forms necessary to make application for taking predictive examination called the ATGSB. The dates established for the ATGSB in 1971 include 26 June, and 14 August. Every effort should be made to meet the 26 June date. Students who do not do this are certain not to have been admitted to the Graduate School by the start of fall semester 1971. 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.

Elementary Education with Core Enrichment

This 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, 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 will 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 (due to full-time day employment) may not take more than a total of two such courses in any one semester. 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. Summer session limitations will be stated in the summer session bulletin.

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.

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.
PART VII

Area Vocational Technical School

DIRECTOR: GILBERT MCDONALD MILLER

FACULTY
OBJECTIVES
ADMISSION REQUIREMENTS
VOCATIONAL TWO-YEAR PROGRAMS
TECHNICAL TWO-YEAR PROGRAMS
DISTRIBUTIVE EDUCATION TWO-YEAR PROGRAMS
ONE-YEAR VOCATIONAL-TECHNICAL PROGRAMS
AREA VOCATIONAL TECHNICAL SCHOOL

Director: Gilbert McDonald Miller
Assistant Director: Glenn Linder

Vocational Counselor:
Callies, Quinowski

Adult Basic Education:
Showmaker

Auto Body:
Curtis

Auto Mechanics:
Fleshman, Fuerher, Haydon

Dental Assisting:
Macinnis

Drafting Technology:
Van Liew, Weston, Watts

Electronics:
Cofield, Sieber, LaRue

Horticulture:
Oyler

Machine Shop:
Baggerly, Qualman

Mid-Management:
Knowlton, Lemmon, Scudder

Office Machine Repair:
Harris, Jones

Practical Nursing:
Chaffee, Flaherty, Hendry, Oliver, Rollins

Related Instruction:
Krigbaum, Tennyson, Tompkins

Welding:
Buchanan, Ogden

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.

Admission Requirements:
Application materials may be obtained from the Director of Admissions Office, Boise State College.

(a) Application for Admission: Fill out an application for Admission Form. Once completed, the application should be returned to the Admission’s Office. A $10 fee (non-refundable) will be assessed at the time of full-time matriculation and should accompany the application.

(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 Director of Admissions.

(c) Aptitude Test: Contact the nearest local office of the Department of Employment or Youth Opportunity Center and request a General Aptitude Test Battery to be taken for the Vocational-Technical Division of Boise State College. Request that the office send the results directly to the Vocational-Technical Division, Boise State College, Boise, Idaho 83707.

(d) Personal Interview: A personal interview is recommended.

(e) 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 florist 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:

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<thead>
<tr>
<th>SUBJECT</th>
<th>COURSE NO. AND TITLE</th>
<th>CREDITS</th>
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<td>Retail Selling</td>
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17 17

101 Horticulture Laboratory—5 credits

Applying the related and theory content to the solution of practical problems in horticulture. Specific areas of application include: exploring occupational opportunities; identification of plants by the use of descriptive terms; identification of perennial and perennial flowering plants; use of scientific names; classifications and botanical structures of plants; climatic and other factors limiting growth; soils; and soil amendments. Includes 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 include methods of plant propagation; construction of growing containers and houses; arrangements and implementation of entire greenhouse operation; the use of insecticides, pesticides, etc., and precautions necessary during use.

111-112 Communication Skills—3 credits

This course is designed to develop the student's communication skill in observing, listening and reading, with emphasis on study methods, memory and concentration work, vocabulary improvement, and a review of basic English and spelling. Second semester—to develop communication skill in speaking and writing with emphasis on conversational speaking, clarity and brevity in letter, report, and technical writing. Three clock hours per week.

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, percentage, determine 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, pay-roll, income taxes, 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—5 credits

First semester—developing comprehension, analysis, and evaluation of the following: (1) introduction into the field of horticulture, (2) plant classification and growth, (3) climate and other growth limiting factors, (4) soil 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 block, brick, stone and wood structures, growing greenhouse crops, welding structures, and basic first aid. 15 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 block, brick, stone and wood structures, growing greenhouse crops, welding structures, and basic first aid. 15 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) lawn and shrub maintenance; and (3) plant wounds.
251 Horticulture Theory—5 credits
   Developing comprehension, analysis, and evaluation of the following: (1) various types of construction common to plant growing, i.e., greenhouses, cold frames, hot beds, lath houses, propagators, germinators, etc.; (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, aerifiers, sod cutters, pesticide applications, etc.; (2) turf, shrub, tree management procedure; (3) prevention and treatment of plant wounds. Seven clock hours per week.

262 Industrial Psychology—2 credits
   This course is designed to develop those human relationship skills the student will need at work. Relationship situations of office and shop are simulated, enacted, discussed, and solved practically through group interaction. Understanding of self and others is sought. Career planning and techniques necessary to obtain employment are stressed.

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

OM OFFICE MACHINE REPAIR
   — CURRICULUM

The course and outline in Office Machine Repair 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:

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241-242 Related Electronics Science—3 credits
   Basic physics as it applies to electronics. This course deals with mechanics, heat, sound, and light. Requires: Electronics Science, OM 143-144. Five clock hours per week.

243-244 Advanced Digital Electronics—3 credits
   Binary concept, logic, Boolean algebra, collation, adders, digital computers. Two clock hours. Requires: 143-144.

251-352 Related Advanced Theory—3 credits
   First semester—Study of mechanical theory of each machine being taught. Regulating factor manuals are used. The student is taught to read and understand the machine drawings, as well as the printed descriptions accompanying them. Five clock hours per week.

101-102 Office Machine Repair Laboratory—5 credits
   First semester—The student is issued standard typewriters to be completely disassembled and reassembled. All adjustments are taught as well as the proper use of hand tools. Instructions are given on the process of chemical cleaning, oiling, and refinishishing of platens. Second semester—The student is issued electric typewriters to be completely disassembled and reassembled. All adjustments are taught regarding the electrical features of the machine. Special emphasis is placed on maintenance and cleaning of electric motors and the wiring schematic of the machine. The use of power tools and shop equipment is taught during this semester. Fifteen clock hours per week.

111-112 Communication Skills—3 credits
   This course is designed to develop the student's communication skill in observing, listening and reading, with emphasis on study methods, methods of study, memory and concentration work, vocabulary improvement, and a review of basic English and spelling. Second semester—to develop communication skill in speaking, and writing with emphasis on conversational speaking, clarity and brevity in letter, report, and technical writing. Three clock hours per week.

131-132 Related Electronic Mathematics—3 credits

143-144 Related Electronics—2 credits

151-152 Related Basic Theory—3 credits
   Study of mechanical theory of each machine being taught. Regulation factor manuals for office machines are used and the student is taught to read and understand the machine drawings, as well as the printed descriptions accompanying them. Five clock hours per week.

201-202 Office Machine Repair Laboratory—5 credits
   First semester—the student is issued adding machines to be completely disassembled and reassembled. All adjustments are taught as well as the use of special adding machine tools. Refinishing outside cases and the application of special paints is taught during this semester. Second semester—Each student is issued a calculating machine to be completely disassembled and reassembled. All adjustments are taught. Fifteen clock hours per week. Requires: Office Machine Repair Laboratory OM-102.

241-242 Related Electronics Science—3 credits
   Basic electronics as it applies to electronic technician's needs. This course deals with mechanics, heat, sound, and light. Requires: Electronics Science, OM 143-144. Five clock hours per week.

243-244 Advanced Digital Electronics—3 credits
   Binary concept, logic, Boolean algebra, counters, adders, basic computers. Two clock hours. Requires: 143-144.

251-352 Related Advanced Theory—3 credits
   First semester—Study of mechanical theory of each machine being taught. Regulation factor manuals for adding machines are used. Special emphasis is placed on the mechanical principles which cause the adding machine to add, subtract, repeat, non-add and non-print, carry-over and credit balances. Second semester—Regulation factor manuals for calculating machines are used. The numerous mechanical methods of machine calculations are studied during this semester with special emphasis placed on positive and negative multiplications, positive and negative division, automatic multiplication, accumulation, squaring and short-cut methods. Five clock hours per week each semester. Requires: Related Basic Theory OM-152.
W WELDING — CURRICULUM

The welding curriculum is designed to provide two levels of training. The first year will provide the student with useable 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 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.

FRESHMAN YEAR:

W 101-102 Welding Laboratory—8 credits
W 111 Communication Skills—3
W 131-132 Related Basic Mathematics—3
W 151-152 Welding Theory—2
W 262 Industrial Psychology—2

Sophomore Year:

W 201-202 Welding Laboratory—8
W 112 Communication Skills—3
W 231-232 Related Advanced Mathematics—3
W 241-242 Welding Science—4

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. Twenty clock hours per week each semester.

111-112 Communication Skills—3 credits
This course is designed to develop the student’s communication skill in observing, listening and reading with emphasis on study methods, memory and concentration work, vocabulary improvement, and a review of basic English and spelling. Second semester—to develop communication skill in speaking and writing with emphasis on conversational speaking, clarity and brevity in letter, report, and technical writing. Three clock hours per week each semester.

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—4 credits
Pipe welding in the horizontal and vertical fixed positions. Helic arc 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.

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-132.

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, classification 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 carbon precipitation and its effect on the chrome steels. Weldability of these metals.

262 Industrial Psychology—2 credits
Methods of understanding self and others. Solution of interpersonal problems in business and industry. Techniques necessary to obtain employment. Responsibilities of the American worker. Two clock hours per week.
TECHNICAL
Two Year Programs

PT PRE-TECHNICAL — SEQUENCE

This is a one-semester pre-technical sequence for those students who lack 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 elapse since their last formal schooling.

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>COURSE TITLE</th>
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<td>PT-010</td>
<td>Blue Print Reading and Basic Mechanical Drawing</td>
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<tr>
<td>PT-020</td>
<td>Intro. to Tech. Communications</td>
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<td>PT-030</td>
<td>Intro. to Tech. Mathematics</td>
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<td>PT-040</td>
<td>Science Survey</td>
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<tr>
<td>PT-050</td>
<td>Technical Orientation</td>
<td>3 hours Lec.</td>
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</table>

The above non-credit courses are open to all students entering the technical programs in Boise State College.

The above sequence is offered every semester, as student pressure demands and will allow admittance in the spring as well as the fall semester.

PT PRE-TECHNICAL — Courses

010 Blueprint Reading and Basic Mechanical Drawing — 4 credit equiv.

An introductory course in blueprint reading, sketching and drafting methods and procedures. 14 hours per week-lecture/lab.

020 Introduction to Technical Communications — 3 credit equiv.

A survey course of communication systems, use of technical libraries, forms, reports and technical language, word usage, spelling and proper form emphasized. 3 hours per week-lecture.

030 Introduction to Technical Mathematics — 4 credit equiv.

Survey and review of mathematic principles and methods. Uses of mathematics in technical fields with practical examples of application. 5 hours per week-lecture.

040 Science Survey — 4 credit equiv.

Review of science as related to technical industry with practical problems and applied solutions. 5 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 from various concerns that employ technicians. 3 hours per week-lecture.

DT DRAFTING TECHNOLOGY — CURRICULUM

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.

SUBJECT—FRESHMAN YEAR:

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<tr>
<td>DT-101-102 Drafting Laboratory and Lecture</td>
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<td>DT-111-112 Communication Skills</td>
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<td>DT-121 Slide Rule</td>
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<td>DT-122 Surveying of Measurements</td>
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<td>DT-131-132 Mathematics</td>
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<td>DT-141-142 Applied Physics</td>
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<td>DT-151 Design Orientation</td>
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SOPHOMORE YEAR:

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<td>DT-251 Manufacturing Processes</td>
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<tr>
<td>DT-252 Introduction to Computer Programming</td>
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<td>DT-261 Special Projects and Reports</td>
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<td>DT-262 Industrial Psychology</td>
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</table>

DT DRAFTING TECHNOLOGY — Courses

101-102 Drafting Laboratory and Lecture — 44 credits

Fall semester—A period of orientation. Instruction in drafting room procedures, care and use of tools and special instruments. Supervision in the special techniques of producing finished detail and assembly drawings from notes and sketches. Emphasis on good lettering, line technique, and freehand sketching. Spring semester—A continuation of DT-101 with special emphasis placed on machine, architectural, piping, electrical, and structural drafting and design. Fifteen clock hours per week each semester; five hours Lecture and ten hours Laboratory.

111-112 Communication Skills — 3-3 credits

This course is designed to develop five forms of communication skill: observing, listening, reading, writing and speaking. Memory and study improvement, word analysis, spelling and technical vocabulary are stressed during the first semester. Grammatical and logical forms, public and conversational speaking, business, report and technical writing are stressed during the second semester. Three clock hours per week each semester.

121 Slide Rule — 1 credit

Fall semester—Sufficient mathematical proficiency; multiplication and division with application, proportion, principle, squares, square roots, cubes, cube roots and combined operations. Two clock hours per week.

122 Surveying and Measurements — 3 credits

Spring semester—Beginning course designed for students with little or no training in surveying. It combines lectures, laboratory and field work in theory methods, equipment and problems involved in surveying and measurements and their application. Four clock hours per week. Prerequisite: DT-131.
131-132 Mathematics—3 credits
Fall semester—Fundamentals of basic mathematics, algebraic computations, practical plans and solid geometry and their application to problems likely to be encountered by the draftsman. Spring semester—Basic trigonometric functions, right triangles, oblique triangles and vectors. The course is closely integrated with the topics studied in science and drafting. Prerequisite: DT-131. Four clock hours per week.

141-142 Drafting and Design Applied Physics—3 credits
Fall semester—A general survey of physics with emphasis placed on principles of mechanics applied to solid particles and to fluids. Spring semester—Course in the basic principles of heat, sound, light, electricity and magnetism, correlated with technical mathematics DD-132. Four clock hours per week. Prerequisite: DT-141.

151 Design Orientation—2 credits
Fall semester—A lecture-laboratory course designed to provide an opportunity for the student to apply theory, principles and methods to the solution of problems typical of those to be encountered in practice. Two clock hours per week.

201-202 Advanced Drafting Laboratory and Lecture—4 credits
Advanced techniques in drafting, problems on design level in the various fields served by Drafting and Design Technicians. Fifteen clock hours per week. Five hours lecture and ten hours laboratory. Prerequisite: Drafting Lab and Lecture, DT-102, or consent of the instructor.

221 Descriptive Geometry and Development—2 credits
Theory and practice of co-ordinate projection applied to the solution of properties of points, lines, planes and solids, with practical engineering application. Two clock hours per week.

222 Technical Report Writing—2 credits
A course to provide an understanding and practice in the processes involved in technical writing and methods of preparing reports based on problems related to the student's curriculum. Two clock hours per week.

231-232 Advanced Mathematics—3 credits
Advanced algebra, trigonometry and analytical geometry and introduction to calculus with emphasis on their application in design situations. Four clock hours per week each semester. Prerequisite: DT-132 Mathematics or consent of instructor.

241-242 Science—3 credits
Fall semester—An introduction to Dynamics which deals with the motion of rigid bodies and with the forces that produce or change their motion. Spring semester—Includes strength and properties of material and basic chemistry. Four clock hours per week each semester. Prerequisite: DT-142 Science or consent of the instructor.

251 Manufacturing Processes—3 credits
An introductory course to provide training and practice in using precision measuring instruments, tools, and accessories used in modern quality production and inspection. Instruction in the selection and use of machine tools, related equipment, and production methods. Three clock hours per week.

252 Introduction to Computer Programming—2 credits
This course is designed to give students the general concepts of problem-oriented computer language, including flow charting, coding, and the writing of FORTRAN IV programs. The Boise State College computer facility will be used with the course. Three clock hours per week.

261 Special Projects and Reports—2 credits
A general survey of the industrial community and the problems, advances and future developments as pertaining to the drafting technician. The application of the draftsman's ability to analyze and solve problems particular to their chosen field of emphasis. Two clock hours per week.

262 Industrial Psychology—2 credits
Methods of understanding self and others. Solution of interpersonal problems in business and industry. Techniques necessary to obtain employment. Responsibilities of the American worker. Two clock hours per week.

ET ELECTRONICS — CURRICULUM

The Electronics Technology program provides training for students desiring to enter the field of Electronics, working as team members with engineers in research and development.

Credits in these courses of study are not counted toward an academic degree. The Electronics curricula is open to both men and women students.

FRESHMAN YEAR:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COURSE NO. AND TITLE</th>
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<td>ET-131-132 Basic Electronics Math</td>
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<td>ET-171-172 Circuit Analysis</td>
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<td>ET-201-202 Advanced Electronics Laboratory</td>
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<td>ET-231-232 Advanced Electronics Math</td>
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<tr>
<td>ET-241-242 Advanced Electronics Science</td>
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<tr>
<td>ET-251-252 Advanced Electronics Theory</td>
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<tr>
<td>ET-262 Industrial Psychology</td>
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</table>

111-12 Communication Skills—3 credits
This course is designed to develop five forms of communication skill: observing, listening, reading, writing and speaking. Memory and study improvement, word analysis, spelling and technical vocabulary are stressed during the first semester. Grammatical and logical forms, public and conversational speaking, business, report and technical writing are stressed during the second semester. Three clock hours per week.
131-132 Basic Electronics Mathematics—4 credits
  First semester—Review of basic fundamentals of mathematics, slide rule, algebra, geometry, and basic trigonometry. Second semester—A continuation of first semester, logarithms, slide rule, and an introduction to analytical geometry. Five clock hours per week.

141-142 Electronics Science—1 credit
  Designed to instruct the student in practice of drawing schematics, develop good electrical engineering lettering techniques, and understanding symbols, dimensions and designs. Second semester deals with engineering graphs, and printed circuit design. Two clock hours per week.

171-172 Circuit Analysis—3 credits
  The study of basic electricity and basic electronics with the emphasis on system and data flow. These two courses stress the analyzing of circuits the student has never seen before and the technical report writing necessary to convey these analysis to prose. Five clock hours.

201-202 Advanced Electronics Laboratory—5 credits
  First semester—Consists of practice on F.M. and T.V. receivers, scopes, pulse network, alignment of T.V. and F.M. circuits, pulse, differentiating and integrating circuits, antenna and transmission lines. Second semester—Industrial electronics, computers, transistors, and a continuation of first semester studies. Prerequisite: Electronics Laboratory and Lecture ET-102. Fifteen clock hours per week.

231-232 Advanced Electronics Mathematics—3 credits
  The student will be concerned with advanced trigonometry, analytical geometry, and introduction to calculus. Prerequisite: Basic Electronics Mathematics ET-132. Five clock hours per week.

241-242 Advanced Electronics Science—4 credits
  Basic physics as it applies to the electronic technician's needs. This course deals with mechanics, heat, sound, and light. Prerequisite: Electronics Science ET-142. Five clock hours per week.

251-252 Advanced Electronics Theory—2 credits
  Fall semester—Covers the fundamentals of broadband amplifiers, pulse network and techniques, pickup devices, deflection circuits, synchronization circuits A.M. and F.M. and T.V. equipment. Spring semester—Covers the theory and design of computers, thyatrons, transistors, servos and synco principles. Three clock hours per week Fall and five clock hours per week Spring.

262 Industrial Psychology—2 credits
  This course is designed to develop those human relationship skills the student will need at work. Relationship situations of office and shop are simulated, enacted, discussed, and solved practically through group interaction. Understanding of self and others is sought. Career planning and techniques necessary to obtain employment are stressed.

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Distributive Education Two-Year Programs

**MM FASHION MERCHANDISING — MID-MANAGEMENT CURRICULUM**

<table>
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<tr>
<th>Course</th>
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<td>Introduction to Business</td>
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<td>Clothing</td>
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<tr>
<td>Business Mathematics/Machines</td>
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<td>Clothing Selection</td>
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<td>Elements of Management</td>
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<td>Principles of Advertising</td>
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<td>Mid-Management Work Experience</td>
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<td>Physical Education Activities</td>
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<td>Fashion Analysis and Design</td>
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<td>Professional Speech Communication</td>
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<td>Principles of Retailing</td>
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<td>Supervision of Personnel</td>
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**MM MARKETING — MID-MANAGEMENT — CURRICULUM**

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<td>Merchandising Analysis</td>
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**MM MARKETING, MID-MANAGEMENT — Courses**

Course offerings are described on page 94.
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.

<table>
<thead>
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<td>MS 111, 112 Communication Skills</td>
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<tr>
<td>MS 131, 132 Basic Mathematics</td>
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<td>MS 151, 152 Related Theory</td>
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<td>MS 201, 202 Advanced Machine Shop Laboratory</td>
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<td>MS 231, 232 Related Advanced Mathematics</td>
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<td>MS 241 Machine Shop Science</td>
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<td>MS 251, 252 Related Advanced Theory</td>
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<td>MS 262 Industrial Psychology</td>
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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, 112 Communication Skills—3 credits
This course is designed to develop five forms of communication skills: observing, listening, reading, writing and speaking. Memory and study improvement, word analysis, spelling and technical vocabulary are stressed during the first semester. Grammatical and logical forms, public and conversational speaking, business, report and technical writing are stressed during the second semester. Three clock hours per week.

131, 132 Related Basic Mathematics—2 credits
A study of fractions, decimals, ratio and preparation, and use of tables as applied to the machine shop. Also basic algebra and geometry as applied to the machine shop. Three clock hours per week each semester.

151, 152 Related Theory—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 and good shop policy are emphasized in all phases of instruction. The set-up, care and maintenance of the machine tools as well as the theory of measuring tools, speeds and feeds, metal cutting, selection of metals, tool design, coolants, allowance and tolerance, indexing, gearing, and production methods. Blueprint reading and sketching is also studied. Four lecture hours per week each semester.

201, 202 Advanced Machine Shop Laboratory—8 credits
The set-up and operation involving manipulative training and increased skill in the use of lathes, milling machines, drill presses, shapers, power saws, tools and cutter grinder, surface grinder, heat testing, harden tests, layout, inspection, tracer lathe, and numerical control mill set-up, operation and programming. Twenty laboratory hours per week each semester. Prerequisite: Machine Shop Laboratory MS-102.

231, 232 Related Advanced Mathematics—3 credits
A study of the trigonometry as applied to shop problems and the mathematics needed for numerical control machining. Three hours per week each semester. Prerequisite: Related Basic Mathematics MS-132.

241 Machine Shop Science—2 credits
A study of the scientific principles required in the machinist trade. Three clock hours per week.

251, 252 Related Advanced Theory—3 credits
Metals and their properties, alloys and their characteristics, production of metals, analysis of tool steels, heat treatment, hardness testing, inspection, jig and fixture design, and numerical control theory as related to the machine shop. A study of new trends of materials, equipment and techniques that are being developed in the machine industry. Four lecture hours per week each semester. Prerequisite: Related Theory MS-152.

262 Industrial Psychology—2 credits
This course is designed to develop those human relationship skills the student will need at work. Relationship situations of office and shop are simulated, enacted, discussed, and solved practically through group interaction. Understanding of self and others is sought. Career planning and techniques necessary to obtain employment are stressed. Three lecture hours per week.
The theory of auto body repair and painting is covered. Mathematics and science necessary for and related to the trade are also covered. The student is given the opportunity to work on a variety of repair jobs in the shop, and to spend time in the parts and tool room. This training provides students with the necessary skills and knowledge for employment in the Auto Body Trade and closely allied crafts. Credits in this course of study are not counted toward an academic degree.

AB AUTO BODY — Courses

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, oxy-acetylene welding, painting fundamentals, metal working and shrinking, plastic and lead body filling, advanced painting processes, frame alignment, glass and panel replacement. 25 hours laboratory per week.

141-142-143 Auto Body Theory—7-5-5 credits
This course correlates with the auto body laboratory course. The theory of auto body repair and painting is covered. Mathematics and science necessary for and related to the trade are taught. 10 hours lecture summer and fall, 8 hours lecture spring per week.

262 Industrial Psychology—2 credits
This course is designed to develop those human relationship skills the student will need at work. Relationship situations of office and shop are simulated, enacted, discussed, and solved practically through group interaction. Understanding of self and others is sought. Career planning and techniques necessary to obtain employment are stressed.

AM AUTO BODY — CURRICULUM

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

AM AUTO MECHANICS — Courses

101 Automotive Laboratory—10 credits
This course correlates with the Automotive Theory course No. 151. In this phase of the automotive course the student is instructed in the overhauling and repairing of the engine and all internal parts. The fuel system and carburetion are covered as well as the ignition system. This phase of the training is on live work which gives the students the advantage of learning under actual working conditions they will encounter in the field. Shop safety, cleanliness, and management are taught. 25 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. This includes step by step procedure in automotive tune-up using tune-up test equipment. Checking and repairing steering suspension, and wheel alignment is also included. This phase of training is mostly live work. 25 hours per week.

103 Automotive Laboratory—7 credits
This course correlates with Automotive Theory course AM 153. Shop practice in automobile powertrains and brake systems. Includes garage practices, experiments, troubleshooting, proper diagnosis and repair of units in the shop on mockup units and live work on automobiles. Includes practice, care and safety of special equipment, machines and service tools. Shop safety, cleanliness and management is covered. 25 hours per week.

151 Automotive Theory—7 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 lectures. 10 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 102. 10 hours per week Fall and Summer. 8 hours lecture Spring per week.

153 Automotive Theory—5 credits
Classroom study of the theory of the design, construction purpose and repair of the powertrain and brake systems by discussion, lecture, text books, visual aids and manufacturers' manuals and pamphlets. 10 hours lecture Summer and Fall, 6 hours lecture Spring per week.

262 Industrial Psychology—2 credits
This course is designed to develop those human relationship skills the student will need at work. Relationship situations of office and shop are simulated, enacted, discussed, and solved practically through group interaction. Understanding of self and others is sought. Career planning and techniques necessary to obtain employment are stressed.
DA DENTAL ASSISTANT — CURRICULUM

9 Month Program

The Dental Assisting Program consists of Dental Assistant Theory, Dental Laboratory instruction and Clinical Experience. Boise State College 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 Equivalent Certificate, acceptable grades on the G.A.T.B., personal interview and aptitude testing. The dental assistant courses are taught by dentists and a dental assistant instructor.

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

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COURSE NO. AND TITLE</th>
<th>CREDITS</th>
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<td>DA-105</td>
<td>Dental Assisting Clinical Experience</td>
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<td>DA-103</td>
<td>Dental Office Management</td>
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<td>DA-109</td>
<td>Public Health and Dental Hygiene</td>
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<td>DA-151-152</td>
<td>Dental Theory</td>
<td>4</td>
<td>3</td>
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<tr>
<td>DA-262</td>
<td>Industrial Psychology</td>
<td></td>
<td>2</td>
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<tr>
<td>SP-111</td>
<td>Fundamentals of Speech</td>
<td>3</td>
<td></td>
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<tr>
<td>PE-105</td>
<td>First Aid (Elective)</td>
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<td>2</td>
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<td>Total</td>
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<td>18</td>
<td>16</td>
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101-102 Dental Laboratory—4.3 credits
This course consists of practical laboratory training in manipulation of dental materials, instrumentation, sterilizing and care, 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 spring semester.

106 Dental Assisting Clinical Experience—3 credits
Supervised chairside assisting experience in the private dental offices and hospital dental clinics. Sixteen 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.

109 Public Health and Dental Hygiene—2 credits
This course deals with phases of health in which the student can aid in conserving the general and dental health of herself, her family and the community. It is concerned with such subjects as Federal and State Health Departments, preventive dentistry, communicable disease, degenerative disease, diet and nutrition, mental health and general health information. Two clock hours per week.

111-112 Communication Skills—3 credits
This course is designed to develop five forms of communication skills: observing, listening, reading, writing and speaking. Memory and study improvement, word analysis, spelling and technical vocabulary are stressed during the first semester. Grammatical and rhetorical forms, public and conversational speaking, business, report and technical writing are stressed during the second semester. Three clock hours per week.

151-152 Dental Theory—4.3 credits
Comprehensive introduction to basic theory relating to dental assisting. The course includes lecture time in ethics, professional relationships, patient education, dental anatomy, terminology, charting, related sciences, and dental specialty fields. Taken concurrently with DA 101-102. Seven clock hours per week Fall semester, six clock hours per week Spring semester.

262 Industrial Psychology—2 credits
An analysis of human types and behavior of concern to the student and problems peculiar to dentistry; securing a position, dealing with child and adult patients, engaging in business and in service capacity, managing an office, and developing the professional image of the dental assistant. Selected problem situations are simulated, enacted, discussed and solved practically through group interaction. Two clock hours per week.

PN *PRACTICAL NURSING PROGRAM

12 Month Program

The practical nursing program, in cooperation with three hospitals, a nursing home, 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 diploma 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 the P.A.C.E., which are given by the Department of Employment and Boise State College respectively. A complete medical and dental examination is required. The Practical Nursing Advisory 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 humans 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.

*Conforms to the minimum standards as set up by the U.S. Dept. of Labor, Bureau of Apprenticeship.
†Contact Counselor, Vocational Technical Division, Boise State College, Boise, Idaho 83707, for further information and application forms.
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.

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

THELMA F. ALLISON, Associate Professor of Home Economics; Chairman, Department of Home Economics .................................................(1943)
B.S., (H.Ec.). Utah State Agricultural College; University of Utah, Brigham Young University; M.S. (H.Ec.Ed.), Utah State Agricultural College; Carbon College; Oregon State University; Arizona State University.

ROBERT MELVIN ANDERSON, Assistant Professor of Mathematics ....................................................(1971)
B.S., Utah State University; Michigan State University.

PHOEBE L. ARMSTRONG, Assistant Professor of History ..............................................................(1966)
B.S., M.S., Drake University.

TERRYL MITCHELL ASLA, Instructor in Theatre Arts .................................................................(1970)
B.A., University of Portland; M.F.A., University of Portland; Stanford.

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

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

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

K. ANN BARNES, Educational Media Librarian, Instructor ..........................................................(1969)
A.S., Weber State College; B.A., Brigham Young University; M.L.S., University of Washington.

JOHN B. BARNES, Professor of Education, President ............................................................(1967)
B.A., M.A., University of Denver; Ed.D., University of Wyoming.

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

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

JOHN A. BECKWITH, Associate Professor of English ...............................................................(1965)
B.A., Gooding College; M.A., University of Idaho; University of California at Los Angeles; American Institute of Geology at Los Angeles.

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

HERBERT K. BELL, Jr., Assistant Professor of Accounting ........................................................(1970)
J.D., University of Louisville; M.B.A., U.S. Air Force Institute of Technology; C.P.A., University of Maryland; Midwestern University.

BONNIE BENNET, Instructor in Registered Nursing .................................................................(1970)
B.S., Brigham Young University.

JOHN H. BEST, Associate Professor of Music .................................................................(1947)
B.S., University of Idaho; M.A., Colorado State College of Education; Cello Pupil of Elias Trustman and Joseph Wezels; Composition and Theory pupil of J. DeForest Cline and Henry Trustman Ginsburg.

CAROL JEAN BETTIS, Instructor, Assistant Reference Librarian ..............................................(1970)
B.S., A.M.L.S., University of Michigan.

JOHN PATRICK BIETER, Assistant 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.

V. DALE BLICKENSTAFF, Professor of Accounting, Dean School of Business ..........................(1967)
B.S., McPherson College; M.S., Fort Hays State College; Ed.D., Colorado State College; Oklahoma State University; C.P.A.

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

BILL C. BOWMAN, Associate Professor of Physical Education ....................................................(1969)

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

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

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

C. GRIFFITH BRATT, Professor of Music, Composer-Artist-in-Residence ....................................(1946)
Artist’s Diploma in Organ, Mus.M., Harmony Teacher’s Certificate, Church Organist’s Certificate; Peabody Conservatory of Music, Baltimore, Md.; Johns Hopkins University; University of Baltimore; University of Utah; A.A.G.O., Mus.Doc., Northwest Nazarene College.

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

SUSAN J. BRENDER, Assistant Professor of Office Administration ..................................................(1969)
B.S.C., M.A., University of Iowa.

JAMES R. BUCHANAN, Assistant Professor of Welding ................................................................(1959)

RICHARD E. BULLINGTON, Professor of Education, Executive Vice President ..........................(1963)
B.S., Rutgers; M.A., Ed.D., University of Alabama.

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.

AILEN BURNS, Instructor in English ..............................................................................................(1967)
B.S., M.A., Brigham Young University.

CLARA P. BURCH, Assistant Professor of Teacher Education and Library Science ........................(1969)
B.A., M.A., College of Idaho.

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

ROBERT RUSSELL CAMPBELL, Assistant Professor of Physical Science and Engineering ............(1970)
B.S., University of Washington; M.A., University of California.

LOIS JEAN CAREY, Instructor in Nursing .......................................................................................(1969)
B.S., Columbia University.

WILLIAM J. CARSON, Associate Professor of Accounting ............................................................(1953)
B.S., University of Notre Dame; M.B.A., University of Denver; University of Wyoming.

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

JACQUELYN H. CASSELL, Administrative Assistant to the President ............................................(1964)
A.A., Boise Junior College; Boise State College.
MEMORANDUM

To: Kathy Tipton
From: Ted Hoenenbeck
Subject: Math-Science Requirement in CTA

Date: 11 Nov 71

The M/S "Sequence" terminology is a holdover from other years, Kathy, and since the introduction of the one semester "terminal" courses we no longer require a sequence. Thanks for catching this & inquiring.

Ted
MILTON B. FLESHMAN, Assistant Professor of Auto Mechanics (1959) 
Idaho State College; Carter Carburetor Course; Delco-Remy Auto Electric Service; Boise Junior College; Briggs & Stratton Factory Service School, Portland, Oregon; United Motors Service Courses.

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

ELIZABETH FOSITE, Bookstore Manager (1962) 
Boise Junior College; St. Luke's School of Nursing.

LEONARD M. FRENCH, Instructor in Communication (1970) 
B.A., M.A., University of Montana.

HARRY F. FRITZ, Assistant Professor of Zoology, Chairman, Department of Biology (1954) 
A.A., Boise Junior College; B.A., M.A., University of California at Berkeley.

ALBERT M. FULMER, Instructor in Auto Mechanics (1965) 
Northwest Nazarene College; Idaho State University; Specialized Automotive Training.

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

WILLIAM Y. FUNG, Associate Professor of Philosophy (1961) 
A.B., Lingnan University, Canton, China; M.A., University of Southern California; Union Theological Seminary, New York City; Ph.D., New York University.

ROBERT S. GIBB, Administrative Assistant to the President (1969) 
A.B., Nebraska Wesleyan University; M.Ed., University of Idaho.

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B.S., Brigham Young University; L.L.B., George Washington University. C.P.A.

WILLIAM H. GODFREY, Associate Professor of Marketing (1970) 
B.S., Brigham Young University; M.S., University of Arizona; Ph.D., Montana State University; University of Colorado; Colorado State University.

C. WALLACE GOULD, Associate Professor of History, Political Science (1966) 
B.Mus., M.Mus., Oberlin College; Ph.D., Northwestern University; Interamerican University, Mexico.

ROGER D. GREEN, Vice-President for Financial Affairs (1971) 
B.S., M.S., Kansas State Teachers College; University of Minnesota.

FRANCES P. GUEZIE, Assistant Professor of Social Science (1969) 
B.A., University of Minnesota; M.S.W., School of Social Work.

CLAYTON W. HAHN, Associate Professor of Engineering (1968-52, 1963) 
B.S. (M.E.), University of California, Berkeley; Montana; Montana State College; University of California at Los Angeles; University of Southern California; University of Nebraska.

STEPHEN S. HAINES, Instructor in Business Administration (1970) 
A.B.S., Treasure Valley Community College; B.B.A., M.B.A., University of Oregon.

MARK HANSEN, Instructor in English (1969) 
B.A., M.A., San Francisco State College.

ARDEEN E. HARRIS, Instructor in Office Machine Repair (1965) 
Special Training in Office Machine Repair.

MARY ALICE HART, Instructor in English (1969) 
B.S., M.A., Utah State University.

RICHARD HART, Assistant Professor in Economics (1969) 
B.S., M.S., Utah State University; Ph.D., Kansas State University.

JACK A. HARTVIKSEN, Assistant Professor of Teacher Education; Director, Instructional Materials Center (1970) 
B.S., University of Idaho; Utah State College; Brigham Young University; University of Southern California; Arizona State University; Utah State University.

CAROL D. HARVEY, Instructor in Social Science (1970) 
B.S., University of Idaho; M.A., Washington State University.

ALICE H. HATTON, Registrar (1959) 
B.A., University of Washington; Colorado State College; College of Puget Sound.

JOHN P. HAYDON, Instructor in Vocational-Technical Education (1969) 
B.S., University of Arizona; M.S., Oregon State University.

DELBERT D. HEACOCK, Assistant Professor of Psychology (1966) 
B.A., College of Idaho; M.S., Ph.D. University of Utah.

WILLIAM D. HENDRICK, Professor of Teacher Education; Dean of Student Personnel Services (1969) 
B.A., Alma College; M.A., University of Michigan; Ed.D., Arizona State University.

ROBERT A. HIBBS, Associate Professor of Chemistry (1965) 
B.S., M.S., University of Florida; Ph.D., Washington State University.

YUKIHIKO HUIJIA, Assistant Professor of English (1973) 
B.A., Shikoku Christian College, Japan; M.A., Wake Forest University, North Carolina; Davidson College.

K. LYLE HILL, Assistant Professor of Teacher Education (1968) 
B.S., Illinois State University; M.A., College of Idaho; Oregon State University.

KENNETH HOLLENBAUGH, Associate Professor of Geology (1968) 
B.S., Bowling Green State University; M.S., Ph.D., University of Idaho.

PATRICIA ANNE HOLMAN, Instructor in Physical Education (1970) 
B.S., Northern Montana College; M.S., University of Utah.

THEODORE HOFFPENBECK, Assistant Professor of Criminal Justice (1967) 
B.S., M.Ed., University of Arizona; San Diego State College.

JAMES W. HOPPER, Assistant Professor of Music (1970) 
B.S., Juilliard School; M.A., State University of Iowa; Washington State University.

BLAINE E. HUFF, Assistant Director, Center for Business and Economic Research (1970) 
B.S., Brigham Young University; University of Utah.

HOWARD L. HUSS, Assistant Professor of Art (1965) 
Diploma, Boise Junior College; B.A., College of Idaho; M.F.A., University of Idaho.

ROBERT B. HUGHES, Assistant Professor of Mathematics (1971) 
B.A., University of California, Riverside; M.A., University of California at Berkeley; Ph.D., University of California, Riverside.

GUY LAMONT HUNT, Assistant Professor of Teacher Education, Director of Admissions and Records (1970) 
B.S.Ed., Eastern Oregon College; M.S.Ed., Eastern Oregon State College; Arizona State University.

DARRYL HUSKEY, Instructor, Serials and Documents Librarian (1968) 
B.B.S., Brigham Young University; M.L.S., Kansas State University.

LEONOR SWETS INGRAHAM, Instructor, Acquisitions Librarian (1970) 
B.A., Scripps College; M.S., Simmons College.

GAILSON, Associate Professor of Psychology (1970) 
B.A., Idaho State University; M.A., Brigham Young University; Ph.D., University of Oregon.

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B.A., Western Michigan University; M.S., Ph.D., University of Oregon.

HELEN R. JOHNSTON, Associate Professor of Office Administration (1955) 
B.A., Northwest Nazarene College; University of Idaho; Oregon State University; University of Washington; M.A., College of Idaho; University of California at Berkeley; Arizona State University.

DONALD J. JONES, Instructor in Vocational-Technical Education (1970) 
Service Schools of Smith Corona, Olivetti Underwood, Olympia Electric. Glidden Paint Sales.

WILLIAM A. JONES, Instructor in Physical Education (1965) 
B.A., Boise College.

ROBERT C. JUOLA, Associate Professor of Mathematics (1970) 
B.S., University of Oregon; M.S., Ph.D., Michigan State University.
RUTH McBINNEY, Associate Professor, Head Librarian (1940-42, 1953) Boise Junior College; M.B., Whitman College; B.A. in Librarianship, University of Washington; Columbia University; University of London; University of California at Berkeley; Rutgers University.

ANGUS MCDONALD, Associate Professor of Teacher Education (1966) B.A., College of Idaho; M.A., Colorado State University; Ed.D., University of Maryland; Stanford University; Claremore Graduate School; University of Idaho Graduate School.

ROBERT L. McDOWELL, Instructor, Technical Services (1963) B.G.E., Omaha University; M.A., University of the Americas, Mexico (D.F.); M.A. in Librarianship, San Jose State College; University of Alabama; University of Maryland.

SHERRY McGUIRE, Assistant Professor of English (1967) B.A., University of Idaho; M.A., Washington State University.

JEAN MacNNIS, Instructor in Dental Assisting (1962) C.D.A., University of North Carolina; Boise Junior College; Idaho State University.

JAMES MILLAN, Director, News Bureau (1967) B.A., University of Washington; Syracuse University.

JAMES HENRY MAGUIRE, Assistant Professor of English (1970) B.A., University of Colorado; M.A., Ph.D., Indiana University.

STEPHEN E. MALONEY, Director, Center for Data Processing (1966) B.S., College of Idaho; Boise Junior College; Idaho State University; Texas A & M.

GILES MALOOF, Professor of Mathematics; Dean, Graduate School; Chairman, Department of Mathematics (1968) B.A., University of California; M.A., University of Oregon; Ph.D., Oregon State University; San Bernardino Valley Junior College.

DARWIN W. MANSHP, Assistant Professor of Office Administration (1970) B.A., Northwest Nazarene College; M.S., Utah State University; Boise Junior College; University of Idaho; Washington State University.

RUTH A. MARKS, Assistant Professor of Teacher Education (1970) B.A., Northwest Nazarene College; M.Ed., College of Idaho; Ed.D., Colorado State College.

ADIEAINE ANDERSON MARR, Assistant Professor of Music (1939-48, 1966) B.M., M.M., Chicago Musical College.

CLYDE MARTIN, Associate Professor of Teacher Education; Chairman, Department of Teacher Education, and Assistant Dean, School of Education (1970) B.A., Linfield College; M.A., University of Oregon; Ed.D., Oregon State University.

CONSTANCE MATSON, Instructor in Nursing (1968) B.S., University of Oregon.

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JOHN H. MEDLIN, Assistant Professor of Accounting (1970) B.S., Idaho State University; M.B.A., University of Denver; C.P.A.


CARROLL J. MEYER, Associate Professor of Music (1948) B.M., University of Michigan; Pupil of Ethel Leginska and Cecile de Horvath; M.A., University of Iowa; Elkhart Junior College.

FLORENCE M. MILES, Professor of Nursing; Chairman, Department of Registered Nursing and Health Services (1955) Diploma, School of Nursing, St. Luke's Hospital; B.S.N.E., M.N., University of Washington; University of California at Los Angeles; Lewis-Clark Normal School.
BEVERLY MILLER, Assistant Professor, Circulation Librarian. (1968)
B.A. Theiel College, Greeneville, Pa.; M.A. in Librarianship, University of Denver.

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ROBERT T. MILLER, Associate Professor of Business Administration. (1963)
B.S., University of Oregon, LL.B., Columbia University; University of Idaho; J.D., Columbia University.

JOHN W. MITCHELL, Assistant Professor of Economics. (1970)
B.A., Williams College; M.A., Ph.D., University of Oregon.

B. RAY MOORE, Instructor, Lab Assistant, Technician in Biology. (1968)
B.S., West Texas State University; Odessa College, Amarillo College.

JAMES M. (DYKE) NALLY, Director of College Union Building. (1969)
B.A., Boise State College.

GARY R. NEWBY, Associate Professor of Physics; Chairman, Department of Physics, Engineering and Physical Science. (1966)
B.S., Ph.D., Arizona State University.

CLAYTON R. NICHOLS, Assistant Professor of Geology. (1970)
B.S., M.S., Ph.D., University of Oklahoma.

DAVID E. NICKEL, Assistant Football Coach. (1968)
A.A., College of San Mateo; B.S., Utah State University; University of California at Berkeley.

ROSS S. NICKERSON, Instructor in English. (1969)
B.A., Boise State College; M.A., University of Utah.

FREDERICK JOHN NORMAN, Assistant Professor of Theatre Arts. (1970)
A.A., Boise Junior College; B.A., Arizona State University; M.A., Colorado State; University of Miami; University of Montana.

DONALD OAKES, Assistant Professor of Music; Associate Department Chairman. (1966)
B.M., M.M., Northwestern University; University of Oregon.

DONALD J. OBEY, Professor of Botany; Chairman, Division of Science and Health. (1946)
B.A., M.A., Ph.D., University of Kansas; Oregon State University; University of Oregon School of Marine Biology; Arizona State University; University of North Carolina.

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B.S., Sacramento State College.

JOHN T. ODEN, Instructor in Welding. (1965)
Diploma, Boise Junior College; Navy Training School; Special Training and Experience in Welding.

A.B., LaSalle University; C.P.A.

DAVID L. ORAVEZ, Instructor in Horticulture. (1965)
B.A., M.S., M.F.A., University of Wisconsin; Summer School of Painting at St at tec, Michigan.

NELDON O. OYLER, Instructor in Horticulture. (1966)
A.A., Snow College; B.S., Brigham Young University.

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B.S., University of Utah; M.S., Brigham Young University; Ph.D., Colorado State University.

RICHARD D. PAYNE, Assistant Professor of Economics. (1970)
B.A., Utah State University; M.A., University of Southern California; Ph.D., University of Southern California.

LOUIS A. PECK, Professor of Art; Chairman, Department of Art. (1955)
B.A., College of Idaho; University of California, Santa Barbara; M.S., Utah State University; Rax Brand School of Art; Ph.D., University of Idaho.

MARGARET PEEK, Assistant Professor of English. (1969)
B.A., University of Alaska; M.A., University of Nebraska.

avery F. PETERSON, Assistant Professor of Political Science. (1965)
B.F.S., George-town University; Grad. National War College; University of Idaho; American Foreign Service Career and Deputy Assistant Secretary of State; University of British Columbia.

ELLIS RAY PETERSON, Associate Professor of Chemistry. (1964)
B.S., M.S., Utah State University; Ph.D., Washington State University.

CHARLES PHILLIPS, Professor of General Business; Chairman, Department of General Business. (1959)
A.B., DePauw University; M.A., Ph.D., University of Iowa.

GORDON G. PHILLIPS, Acting Vice President for Financial Affairs, 1970-71. (1964)
A.A., Boise Junior College; B.S., University of Colorado.

JOHN L. PHILLIPS, JR., Professor of Psychology; Chairman, Department of Psychology. (1954)
B.A., M.A., Reed College; Ph.D., University of Utah; Beloit College; University of California.

C. HARVEY PITMAN, Associate Professor of Communication, Debate. (1966)
B.A., College of Idaho; M.Ed., Washington State University.

P. A. PUTNAM, Project Coordinator. (1969)
B.A., Washington State University; Stanford University.

VERNON E. QUALMAN, Instructor in Vocational-Technical Education. (1969)

DENNIS CHARLES QUINNOWSKI, Vocational Counselor. (1970)

RICHARD P. RAPP, Student Placement Coordinator. (1970)
B.S., M.S., University of Oregon.

DAVID W. RAYBORN, Assistant Professor of Communication. (1969)
B.A., Idaho State University; M.S., Southern Illinois University.

F. RICHARD REED, Director of Financial Aids. (1968)
Idaho State College; University of California at Los Angeles.

GERALD R. REED, Associate Professor of Education, Director of Special Projects. (1967)
B.S., University of Wyoming; M.Ed., University of Idaho; Ed.D., Washington State University.

SAMUEL B. RIGHITER, Director of High School and College Relations. (1965)
B.S., University of Oregon; M.Ed., University of Portland.

GEORGE F. ROBERTS, Instructor in Art. (1970)
B.A., San Diego City College; M.A., M.F.A., University of Iowa.

ELAINE ROCKNE, Instructor in Medical Records Technology. (1968)

KATHARINE B. RODRIGUEZ, Instructor in Foreign Languages. (1970)

ANDERSON STUDENT UNION, 1970-71. (1964)
B.A., Duke University; M.A., University of Wisconsin.

B. S., University of Utah.

JUIN RUTENBURG, Assistant Professor of Social Sciences. (1969)
A.A., Dible Valley College; B.S., M.S., University of Oregon.

JACK ALBERT SCHLAEFLE, Assistant Professor of Education; Director, Educational TV. (1971)

MURRAY SATTERFIELD, Instructor in Physical Education and Head Basketball Coach. (1965)
B.S., University of Utah.

MARTIN SCHEFFER, Assistant Professor of Social Sciences. (1969)
A.A., Dible Valley College; B.S., M.S., University of Oregon.

B. A., University of Redlands; M.S., University of North Dakota.

JAMES RUSSELL, Instructor in Art. (1969)
A.B., San Diego State College; M.A., M.F.A., University of Iowa.

B. S., University of Utah.

M. J. SCHWARTZ, Professor of English. (1940)
B.S., M.A., University of Oregon; University of Utah; independent study in England. (Bibliothec, Spring, 1971.)

DUSTIN K. SCUDDER, Associate Professor of Marketing. (1964)
B.S., B.A., M.A., University of Denver; University of Colorado; Colorado State University. (Bibliothec, 1970-71.)
GLEN E. SELANDER, Assistant Professor of English... (1966)  
B.S., Southwestern University; M.A., Utah State University.

JOHN E. SEVERANCE, Assistant Professor of Engineering  
(1967)  
B.S., University of Idaho; M.S., University of Arizona.

JOHN H. SEWARD, Assistant Professor of History  
(1967)  
B.A., Montana College; M.A., Moorhead State College, Minnesota; North Dakota State University; Midwestern University, Texas.

WILLIAM E. SHANKWEILER, Professor of Theatre Arts;  
Chairman, Division of Arts and Letters  
(1956)  

MELVIN L. SHELTON, Assistant Professor of Music  
(1969)  
B.M., Wichita State University; Boise College; M.M., University of Idaho.

BETTY P. SHOWMAKER, Coordinator of Adult Basic Education  
(1968)  
B.S., Lindenwood College for Women; M.S., University of Idaho.

WILLIAM R. SICKLES, Associate Professor of Psychology  
(1968)  
B.A., Wittenburg University; M.A., Columbia University; Ph.D., University of California at Berkeley.

DONALD J. SIEBER, Instructor in Electronics  
(1962)  
U.S. Army Signal Corps; Burroughs Corporation; Bell System; Bell Telephone Corporation.

ROBERT CARL SIMS, Assistant Professor of History  
(1970)  
B.A., Northwestern Oklahoma State College; M.A., University of Oklahoma; Ph.D., University of Colorado.

ARYN R. SKOV, Assistant Professor of Art  
(1967)  
A.A., Boise Junior College; B.A., M.F.A., University of Idaho.

FRANK H. SMARTT, Assistant Professor of Mathematics  
(1958)  

DONALD D. SMITH, Professor of Psychology  
(1967)  
A.B., University of Chicago; M.A., University of Southern California.

LYLE SMITH, Professor of Physical Education,  
Director of Athletics  
(1946)  
B.S., M.Ed., University of Idaho; San Diego State College.

CLAUDE SPINOSA, Assistant Professor of Geology  
(1970)  
B.S., City College of New York; M.S., The University of Iowa.

JOSEPH S. SPLUNK, Professor of Chemistry; Dean,  
School of Arts and Sciences  
(1941)  
B.S., M.S., Ph.D. Oregon State University; Reed College; Portland State College.

GEORGE W. SQUIRES, Assistant Football Coach  
(1970)  
B.S., University of Wyoming.

FRANK W. STARK, Associate Professor of Chemistry and Physical Science  
(1957-62, 1967)  
B.S., M.S., Trinity College; University of Denver.

RONALD DEAN STEPHENSON, Athletics Administrative Assistant, Business Manager  
(1971)  
B.S., Idaho State University; Boise Junior College; University of Idaho.

ROBERT A. SULANKE, Assistant Professor of Mathematics  
(1970)  
B.A., Earhart College; M.S., Case Institute of Technology; Ph.D., University of Kansas.

ROBERT B. SYLVESTER, Assistant Professor of History  
(1963)  
B.A., Boise Junior College; B.A., M.A., University of California at Santa Barbara.

YOZO TAKEDA, Associate Professor of Mathematics  
(1969)  
B.S., University of Michigan; M.A., University of Missouri; Ph.D., University of Idaho.

JOHN S. TAKEHARA, Assistant Professor of Art  
(1968)  
B.A., Walla Walla College; M.A., Los Angeles State College.

RICHARD TANK, Director, Center for Printing and Graphic Services  
(1970)  
B.S., M.S., University of Oregon.

ROBERT W. TAYLOR, Instructor in Criminal Justice  
(1970)  
B.A., Boise State College; M.A., California State College; Grossmont Junior College.

ALBERT H. TENNYSON, Instructor in Vocational-Technical Related Subjects  
(1966)  
B.A., College of Idaho; M.A., University of Idaho.

NAN M. THOMASON, Instructor in Nursing  
(1967)  
R.N., St. Luke’s Hospital; B.S., Montana State University.

CONNIE M. THORNGREN, Instructor in Physical Education  
(1970)  
B.A., Idaho State University; Central Washington State College.

STEVEN DAVID THURBER, Assistant Professor of Psychology  
(1970)  
B.S., M.S., Brigham Young University; Ph.D., University of Texas, Austin.

CARL W. TIPTON, Assistant Professor of Management  
(1965)  
Iowa Wesleyan College; University of Washington; George Washington University; M.B.A., University of Chicago; University of Idaho; College of Williams and Mary.

JAMES W. TOMPKINS, Assistant Professor of Vocational Technical Related Subjects  
(1963)  
A.B., Wheaton College; B.D., Th.B. Westminster Theological Seminary; University of Pennsylvania; Harvard University.

DAVID P. TORRET, Professor of Psychology, Director of Counseling Guidance and Testing Center  
(1966)  
B.S., Pacific University; M.A., University of Oregon; Ph.D., University of Colorado.

DEAN C. TOWNSEND, Assistant Professor of English  
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WARREN TOZER, Instructor in History  
(1969)  

SHEILA REIHING TRUBY, Instructor in Nursing  
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ANTHONY THOMAS TRUSKY, Instructor in English  
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Director, Honors Program  
(1969)  
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RONALD R. TURNER, Chief Accountant  
(1968)  
B.C.S., Seattle University; C.P.A.

G. W. UNDERKOFLER, Associate Professor of Accounting  
(1952)  
B.A., Nebraska Wesleyan University; University of Chicago; University of California, Los Angeles; University of Southern California; San Jose State College; Brigham Young University.

LUIS J. VALVERDE, Associate Professor of Foreign Language  
(1965)  
B.A., Mankato State College; B.S., University of Illinois; University of California at Los Angeles; University of Michigan; University of Washington; University of Texas; University of Indiana.

DARRELL VAN KLEEK, Business Manager  
(1969)  
B.S., University of Oregon.

WAYNE VAN LIEW, Associate Professor of Drafting Design  
(1961)  
B.S., M.S., Oklahoma State University; University of Tulsa; Idaho State College; University of Illinois; University of Arkansas; South Dakota School of Mines and Technology.

JON VESTAL, Director of Housing  
(1969)  
B.A., Idaho State University.

WARREN VINZ, Assistant Professor of History  
(1969)  
Lincoln College; B.A., Sioux Falls College; B.D., Berkeley Baptist Divinity; M.A., Ph.D., University of Utah.

JAMES B. WAGSTAFF, Assistant Football Coach  
(1969)  
B.A., Idaho State University; M.S., Utah State University.

LARRY LEE WALDorf, Assistant Professor of General Business  
(1970)  
B.S., M.S., Colorado State University; University of California; American University; Idaho State University.

EUNICE WALLACE, Associate Professor of English  
(1968)  
B.A., College of Idaho; Ed.M., Ph.D., Oregon State University; University of California; American University; Idaho State University.
GERALD WALLACE, Professor of Education; Dean, School of Education (1966) B.A., College of Idaho; M.A., University of California; Ed.D., University of Oregon; Whitman College; Colorado State College; Oxford University.

FREDERICK R. WARD, Assistant Professor of Mathematics (1969) B.S., William and Mary; M.S., University of Colorado; Ph.D., Virginia Polytechnic Institute.

MONT M. WARNER, Professor of Geology; Chairman Department of Geology (1967) A.B., M.A., Brigham Young University; Ph.D., State University of Iowa; University of Utah; Cambridge University.

JOHN E. WARWICK, Associate Professor of Communication B.Ed.(Ed.) Quincy College, Illinois; M.F.A., Catholic University of America.

TARMO WATIA, Assistant Professor of Art (1969) B.S., M.F.A., University of Michigan.

LOUISE WEITMAN, Instructor in English (1969) A.B., Northwest Nazarene College; M.A., University of Washington.

E. ALLEN WESTON, Associate Professor of Drafting-Design (1964) B.F.A., University of Arizona; Jefferson Machamer School of Art; Art Center School; USA Engineering Drafting School; College of Idaho.

WAYNE E. WHITE, Associate Professor of Business Administration (1965) B.S., Northern Arizona University; M.A., Arizona State University; University of Arizona; Wichita State University.

THOMAS W. WILBANKS, Assistant Professor of English (1969) B.A., Trinity University; Th.B., Princeton Theological Seminary.

IRENE A. WILCOX, Assistant Professor of Social Work (1966) B.A., University of Utah; Howard University; M.S.W., Washington University, St. Louis, Missouri.

EDWIN E. WILKINSON, Assistant Professor of Psychology, Dean of Men (1958) B.A., Whitworth College; M.S., Washington State University; University of Oregon; University of Akron.

MARGORIE WILLIAMSON, Assistant Professor of Office Administration (1967) B.S.(Ed.), University of Kansas; M.B. (Ed.), University of Idaho; Washington State University.


LONNIE L. WILLIS, Assistant Professor of Spanish (1970) B.A., North Texas State; M.A., University of Texas; Ph.D., University of Colorado.

DARRELL C. WILSON, Associate Professor of Political Science; Chairman, Department of Social Sciences (1967) B.S., Lewis and Clark College; M.A., Ph.D., University of Oregon.

MONT A. WILSON, Assistant Professor of Geology (1969) B.S., Brigham Young University; M.N.S., Ph.D., University of Idaho.

PETER KLEIN WILSON, Professor of Business Administration (1966) B.A., University of Illinois; J.D., Northwestern University.

ELLA MAE WINANS, Associate Professor of Mathematics (1958) B.S., University of Oregon; M.S., New York University; Idaho State University.

JAMES R. WOLFEL, Assistant Professor of Education, Director, Extended Day and Summer Sessions (1960) B.S., M.B.A., Indiana University; University of California at Berkeley; Idaho State College; Stanford University; Michigan State University.

JOHN G. WOODWORTH, Associate Professor of English (1958) B.A., University of Oklahoma; M.A., University of Michigan; University of Iowa; Northwestern University; Iowa State College; Southern Oregon College; Oregon Shakespearean Festival. BOYD WRIGHT, Instructor in Art (1970) B.F.A., Utah State University; M.F.A., University of Idaho.

GILBERT A. WYLLIE, Associate Professor of Biology (1965) B.S., College of Idaho; M.A., Sacramento State College; Ph.D., Purdue University.


JOHN R. YOUNG, Professor of Marketing (1967) B.Ed., Whitewater State College, Wisconsin; M.A., Ph.D., University of Iowa.

MIKE M. YOUNG, Instructor in Physical Education (1970) B.A., Brigham Young University; M.A., Brigham Young University.

VIRGIL M. YOUNG, Associate Professor of Education (1967) B.S., M.Ed., Ed.D., University of Idaho.


EMERTI

WILLIAM S. BRONSON, Professor of Psychology (1954-1970)

ELSIE BUCK, Professor of Mathematics (1932-34, 1937-68)

VINA BUSHBY, Associate Professor of Secretarial Science (1946-65)

EUGENE B. CHAFFEE, President (1932-1967)

CLISBY T. EDLEFSEN, Professor of Business (1939-59)

LUCILLE T. FORTER, Instructor in Voice (1932-62)

W. L. GOTTENBERG, Vice President (1947-1969)

JOHN F. HAGER, Associate Professor of Machine Shop (1954-69)

ADA Y. HATCH, Professor of English (1932-67)

KENNETH L. HILL, Associate Professor of Education (1962-70)

HELEN E. MOORE, Dean of Women (1947-63)

CAMILLE B. POWER, Associate Professor of Spanish & French (1932-35, 1936-51, 1954-67)

HAZEL MARY ROE, Associate Professor of Office Administration (1942-44, 1947-69)

HAROLD SNELL, Assistant Professor of Auto Mechanics (1948-1969)

LYLE F. TRAPP, Assistant Professor of Auto Body (1953-67)

HELEN WESTFALL, Associate Professor of Physical Education (1962-70)

ELEMENTARY EDUCATION

SUPERVISING TEACHERS, CAMPUS SCHOOL

ILA PETERSON, Principal

PAULINE SPRCOUL, Nurse

LOIS WAND, Grade 1

MARQUERITI TOOMAN, Grade 2

CARLOTTA HAWKS, Grade 3

MARIANNE WORDEN, Grade 4

ALICE GOIN, Grade 5

ALYCE YOUNGBLOOD, Grade 6

GRACE DAVENPORT, Grade 7

SUZANNE TOWNSEND, Grade 8

DOROTHY ROBERTS, Grade 9

RICHARD NEWTON, Grade 10
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# BOISE STATE COLLEGE

BOISE, IDAHO

## ESTIMATED SCHEDULE OF FEES *

1971-72

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<tr>
<td>General Building Fee</td>
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<tr>
<td>Alumni Activities</td>
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<tr>
<td>Institutional Fee</td>
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<tr>
<td>General Fee</td>
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</tr>
<tr>
<td>Total Tuition and Fees</td>
<td>$176.00</td>
<td>$646.00</td>
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* Fees are subject to change without notice
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TO: Mrs. Croft
FROM: Gene Cooper

SUBJECT: PE 105 First Aid and PE 121 Personal and Public Health

1. Those students who have had PE 105 or PE 121 only are advised to take PE 106.

2. Students who have had PE 105 and PE 121 should not be enrolled in PE 106.

3. It is possible for a student to have a maximum of 5 hours in the area, but not 7 hours.

Health is a certification requirement for physical education majors. Therefore, if a student has not had both PE 105 and 121 then he must take PE 106 or a combination of the three for a maximum of 5 hours.
B. B. A.
Boise State College

A. English Composition 3-6 hrs

B. Area I Requirements 6 hrs

C. Area II Requirements 12 hrs
   Economics .................................. 6
   Area II credits other than in economics ........ 6

D. Area III Requirements 11-12 hrs
   Two-semester sequence in math .................. 8
   One semester physical or biological science ... 3-4

   Suggested science courses:
   Concepts of Biology, B-100
   Concepts of Chemistry, C-100
   Foundations of Physical Science, PS-100
   Fundamentals of Geology, G-100
   Introduction to Descriptive Astronomy, PH-105
   Man and His Environment, EH-200

E. An additional 16 hours are required in disciplines other than those
   administered in the School of Business. These additional credits
   must include hours from at least two of the three definitive areas
   as defined:

<table>
<thead>
<tr>
<th>Area I</th>
<th>Area II</th>
<th>Area III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>Anthropology</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>Communications</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Art</td>
<td>Geography</td>
<td>Physical Sciences</td>
</tr>
<tr>
<td>Music</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>Political Science</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
<td></td>
</tr>
</tbody>
</table>

F. A major in Accounting, Business Education, Economics, Finance, General
   Business, Industrial Business, Marketing or Office Administration.
The attached forms the current list of completely acceptable CLEP exams now available for students. Each faculty advisor should retain this list to resolve questions on challenges, credits, etc.

As others are accepted, we will forward this information.

J. G. Doss

JGD/b
Byrce State College will now administer CLEP Subject Examinations as indicated in the left column below, and they will also accept scores on these examinations as given at other CLEP Test Units and Schools. Those students achieving a satisfactory score on the test and also meeting any other specific requirements of the pertinent department, will be granted credit for the course indicated in the right hand column.

<table>
<thead>
<tr>
<th>CLEP Examination Title</th>
<th>BSC Equivalent Course and Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Composition</strong></td>
<td><strong>E-101, English Composition</strong></td>
</tr>
<tr>
<td>(for non-traditional students only)</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis &amp; Interpretation of Literature</strong></td>
<td><strong>E-102, English Composition</strong></td>
</tr>
<tr>
<td>(for non-traditional students only)</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td><strong>E-101 &amp; E-102, General Biology -- or E-103, Concepts of Biology</strong></td>
</tr>
<tr>
<td>General Chemistry</td>
<td><strong>C-101 &amp; C-102, Introduction to Chemistry</strong></td>
</tr>
<tr>
<td>College Algebra - Trigonometry</td>
<td><strong>M-111, Algebra &amp; Trigonometry</strong></td>
</tr>
<tr>
<td>Introductory Calculus</td>
<td><strong>M-112, Calculus and Analytical Geometry</strong></td>
</tr>
<tr>
<td>Statistics</td>
<td><strong>M-361, Fundamentals of Statistics</strong></td>
</tr>
<tr>
<td>Introductory Accounting</td>
<td><strong>AC-101 &amp; AC-102, Principles of Accounting</strong></td>
</tr>
<tr>
<td>Computers &amp; Data Processing</td>
<td><strong>DP-101, Principles of Data Processing -- or DP-311, Introduction to Data Processing</strong></td>
</tr>
<tr>
<td>Introductory Economics</td>
<td><strong>EC-201 &amp; EC-202, Principles of Economics</strong></td>
</tr>
<tr>
<td>Money &amp; Banking</td>
<td><strong>EC-301, Money &amp; Banking</strong></td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td><strong>GB-301, Business Law</strong></td>
</tr>
<tr>
<td>Introduction to Business Management</td>
<td><strong>MG-301, Principles of Business Management</strong></td>
</tr>
<tr>
<td>Introductory Marketing</td>
<td><strong>MK-301, Principles of Marketing</strong></td>
</tr>
<tr>
<td>General Psychology</td>
<td><strong>P-101, General Psychology</strong></td>
</tr>
</tbody>
</table>

Note: The two courses marked with the double asterisk are for Non-Traditional students only. They may not be taken by students entering BSC from Boise schools as the college has two other means for the traditional student to utilize: (1) High percentile rank on the ACT test, and (2) The English High School College Cooperative Plan. (Non-Traditional students are those who have been out of school for some time, returning Servicemen, GED graduates, and students graduating from high schools outside Boise area.)
We note that the 1971-72 catalog specifies that Survey of French Literature and Survey of German Literature may be used to satisfy Literature requirements for the B.A. degree.

However, there is no such notation under Survey of Spanish Literature. We are wondering whether this lack of the "Meets the literature requirement for the B.A. degree" was a mere oversight in the Spanish Department -- or is there some very good reason why we may not accept Spanish Literature as meeting the usual Literature requirements?

In addition, may we assume that "meets requirements for the B.A. degree" can logically be expanded in actually ready "for the B.A., the B.B.A. and the B.S. degree"?

Thank you for your assistance with our problems.

kt