PART V

school of education

Dean: Gerald R. Wallace, Ed.D.

Assistant Dean: Clyde Martin, Ed.D.

DEPARTMENTS AND FACULTY

TEACHER EDUCATION

   Admission
   Elementary Education
   Secondary Education
      Certification Requirements
      Secondary Student Teaching
      Library Science Teaching Minor

PHYSICAL EDUCATION

PSYCHOLOGY

MASTER OF ARTS IN ELEMENTARY EDUCATION
Departments and Faculty

Center for Counseling, Guidance and Testing:
  Dr. D. Torbet, Director
  Professor: D. Torbet
  Assistant Professor: M. Callao, A. DeLaurier, J. Dodson
  Psychometrist: W. Newton

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, G. Gochnour, R. Lewis
  Instructors: P. Holman, W. Jones, M. Satterfield, C. Thorngren

Coaching Staff:

Director of Athletics:
  L. Smith

Assistant Dir. of Ath.:
  R. Stevenson

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

Department of Teacher Education and Library Science:
  Dr. C. Martin, Chairman
  Professors: J. Barnes, R. Bullington, A. Chatburn, A. McDonald, G. Wallace, V. Young
  Associate Professors: J. Beitia, P. Bieter, J. Dahlberg, M. Fairchild, C. Frederick, J. Jensen, W. Kirtland, R. Marks, C. Martin, G. Reed, J. Wolfe
  Instructor: S. Hunter

Educational Media Services:
  A. Barnes (Librarian)
  L. Christensen
  J. Hartvigsen

Reading Education Center:
  W. Kirtland, Director

Educational Television:
  J. Schlaefle, Director
  V. McArthur
  H. Hansen
  C. Cope

Summary of Graduate Faculty by Rank

Professors .................................................. 12
Associate Professors .................................. 14
Assistant Professors ................................. 17

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 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 for the particular kind of education work he plans to do.

Admission to School of Education

A. 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 Assistant Dean's office. The form is entitled, "Admission to the School of Education."

B. 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:

1. Filing of the "Admission to the School of Education" application.
2. A minimum grade of "C" in TE-201 or its equivalent.
3. 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 examination will be advised as to procedures for improving writing skills. Students may re-apply for future examinations and must pass the 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.
4. "Pass" by the Foundations of Education instructor in oral communication.
5. Satisfactory completion of an observation and teacher assistant experience in a public or non-public elementary or secondary school. The experience is a part of the course work in TE 201, Foundations of Education, given in the sophomore year. Transfer students who have completed Foundations of Education will be required to have this experience. The intent of the requirement is to provide an opportunity for potential teachers to verify a desire to work with students in a school situation. Variations in the type of experience acceptable to the School of Education are to be approved by the chairman of the Department of Teacher Education.

Admission to Student Teaching

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

B. General requirements for admission to student teaching for elementary or secondary candidates include:

1. Elementary Major
   a. Admission to the School of Education.
   b. Recommendation by the faculty advisor.
   c. A cumulative grade point average of 2.25.
   d. A minimum grade of "C" in each of the following:
      (1) Educational Psychology P 325
      (2) Elementary Curriculum and Methods TE 351-352
   e. Senior status.

2. Secondary Option
   a. Admission to the School of Education.
   b. Recommendation by the major faculty advisor.
   c. A grade point average of 2.25 in the major and minor fields and in the education courses completed.
   d. A cumulative grade point average of 2.1.
ELEME NTARY 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:
   Mathematics for Elementary Teachers .................. 6
   English Composition 101 and 102 ...................... 6
   Laboratory Science to include both Biological and Physical Science ........................................... 12
   History of Western Civilization .......................... 6
   U. S. History ............................................ 6
   Federal Government ...................................... 3
   General Psychology ....................................... 3
   Child Psychology ......................................... 3
   Geography ................................................ 3
   Social Science chosen from: Economics, Sociology or Anthropology ........................................ 3
   Humanities or Introduction to Art or Music or Drama ......................................................... 6
   Music Fundamentals ....................................... 2
   Literature ............................................... 6
   Physical Education Activities .......................... 2

2. Professional education requirements:
   Elementary School Physical Education Methods .... 2
   Public School Music ....................................... 2
   Elementary School Art Methods .......................... 3
   Children's Literature .................................... 3
   Audio Visual Aids ........................................ 2
   Educational Psychology .................................. 3
   Elementary Curriculum and Methods I and II .......... 10
   Elementary Student Teaching ............................ 10
   Foundations of Education ................................ 3
   Speech for Teachers ....................................... 3

   e. A minimum grade of "C" in each of the following:
      (1) Educational Psychology P 325 or
          Adolescent Psychology P 312.
      (2) Secondary School Methods
   f. Approximately 30 semester credit hours in the major field, 20 semester credit hours in the minor field or a composite of 45 hours in the major field.

C. 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.

D. Students who transfer to Boise State College must meet admission requirements for School of Education and student teaching and complete at least 6-9 semester hours at the institution before being placed in student teaching.
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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE-201</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>P-312</td>
<td>Adolescent Psychology or</td>
<td>3</td>
</tr>
<tr>
<td>P-325</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>TE-356</td>
<td>Audio-Visual Aids in Education</td>
<td>2</td>
</tr>
<tr>
<td>TE-371</td>
<td>Guidance for the Classroom Teacher</td>
<td>3</td>
</tr>
<tr>
<td>AR-351</td>
<td>Secondary School Art Methods</td>
<td>3</td>
</tr>
<tr>
<td>BE-401</td>
<td>Methods in Business Education</td>
<td>3</td>
</tr>
<tr>
<td>BE-421</td>
<td>Business Curriculum and Problems</td>
<td>3</td>
</tr>
<tr>
<td>E-301</td>
<td>Teaching English Comp</td>
<td>3</td>
</tr>
<tr>
<td>E-381</td>
<td>Methods of Teaching</td>
<td></td>
</tr>
<tr>
<td>M-490</td>
<td>Mathematics in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>MU-259-260</td>
<td>String Instrumental Techniques and Methods</td>
<td>1</td>
</tr>
<tr>
<td>MU-301</td>
<td>Percussion Techniques and Methods</td>
<td>1</td>
</tr>
<tr>
<td>MU-359-360</td>
<td>Brass Instrumental Techniques and Methods</td>
<td>1</td>
</tr>
<tr>
<td>MU-363-364</td>
<td>Woodwind Instrumental Techniques and Methods</td>
<td>1</td>
</tr>
<tr>
<td>MU-385-386</td>
<td>Choral Methods and Materials</td>
<td>1</td>
</tr>
<tr>
<td>MU-371</td>
<td>Public School Music</td>
<td>2</td>
</tr>
<tr>
<td>PE-425</td>
<td>Problems in Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>SP-311</td>
<td>Speech Communication for Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

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.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-312</td>
<td>Adolescent Psychology or</td>
<td></td>
</tr>
<tr>
<td>P-325</td>
<td>Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>TE-356</td>
<td>Audio-Visual Aids in Education</td>
<td></td>
</tr>
<tr>
<td>TE-371</td>
<td>Guidance for the Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>AR-351</td>
<td>Secondary School Art Methods</td>
<td></td>
</tr>
<tr>
<td>BE-401</td>
<td>Methods in Business Education</td>
<td></td>
</tr>
<tr>
<td>BE-421</td>
<td>Business Curriculum and Problems</td>
<td></td>
</tr>
<tr>
<td>E-301</td>
<td>Teaching English Comp</td>
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<tr>
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<td>Methods of Teaching</td>
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<td></td>
</tr>
<tr>
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<td>String Instrumental Techniques and Methods</td>
<td></td>
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<tr>
<td>MU-301</td>
<td>Percussion Techniques and Methods</td>
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<td>Brass Instrumental Techniques and Methods</td>
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</tr>
<tr>
<td>PE-425</td>
<td>Problems in Physical Education</td>
<td></td>
</tr>
<tr>
<td>SP-311</td>
<td>Speech Communication for Teachers</td>
<td></td>
</tr>
</tbody>
</table>

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.

(OR)

(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 orchestral 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 1972-73
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, 1972-73
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 Communication for Teachers, CM-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.

Communications (Speech)
CCB No. 3
Student Teaching No. 4 (6 credits)
SCHOOL OF EDUCATION
Library Science Minor

CCB Choices: (8 credits)
Audio-Visual Aids, TE-356 (2)
Educational Psychology, P-325 (3)
Secondary School Methods, TE-381 (3)

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 Communication for Teachers, CM-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 Communication for Teachers, CM-311 (3)
Secondary School Methods, TE-381 (3)
History — The Federal Era, HY-352

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)
Speech Communication for Teachers, CM-311 (3)
Secondary School Methods, TE-381 (3)
Foundations of Geometry, M-311 (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)
Secondary School Methods, TE-381 (3)
(Music courses to be arranged)

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 Physical Education, PE-425 (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 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)
Speech Communication for Teachers, CM-311 (3)
Secondary School Methods, TE-381 (3)
History — The National Era, 1815-1848, HY-353 (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

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)
Secondary School Methods, TE-381 (3)
(Music courses to be arranged)

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 Physical Education, PE-425 (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 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)
Speech Communication for Teachers, CM-311 (3)
Secondary School Methods, TE-381 (3)
History — The National Era, 1815-1848, HY-353 (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.

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:

- Introduction to Use of Libraries
- Library Organization and Administration
- Reference and Bibliography
- Basic Book Selection
- Cataloging and Classification
- Children's Literature
- Audio Visual Aids in Education
- Literature for the Adolescent

Basic Requirements
** For all Elementary Education Majors.
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.

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, G. Gochnour, R. Lewis

Instructors: P. Holman, W. Jones, M. Satterfield, C. Thorngren

PHYSICAL EDUCATION

The Department of Health, Physical Education and Recreation offers a major with specialization in secondary school physical education and minors in secondary school physical education and athletic coaching. In addition, courses are offered in Health, Recreation, Elementary School Physical Education and Physical Education for Special Education Teachers. Students who complete the major program are eligible to receive the Standard Secondary School Teaching Certificate issued by the State of Idaho.

The Physical Education-Recreation area and all of its facilities are available for student and faculty use. Students are encouraged to participate in the intramural-extramural program offered by the department.

ELECTIVE PHYSICAL EDUCATION ACTIVITY PROGRAM

EIGHT SEMESTER HOURS OF PHYSICAL EDUCATION ACTIVITY COURSES MAY BE COUNTED TOWARD GRADUATION.

The elective physical education program at Boise State College has been designed with the needs of the student in mind. Emphasis is placed on instruction to meet the following objectives:

1. To develop the physical capacities that comprise the biological bases for physical fitness.
2. To improve skills in basic body mechanics, team and individual sports, and in rhythmic and creative activities.
3. To develop an understanding of self through movement experiences.
4. To acquire knowledge and understanding of the rules, courtesies, customs, strategies, and techniques of several sports.
5. To improve social competency and emotional stability through participation in sports activities.

The elective program includes beginning level activities and intermediate/advanced level activities. No courses may be repeated for credit.

## REQUIREMENTS FOR PHYSICAL EDUCATION MAJOR

### Bachelor of Science Degree

<table>
<thead>
<tr>
<th>I. Secondary Education Option</th>
<th>CREDITS</th>
</tr>
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<tbody>
<tr>
<td>A. Program for Men and Women</td>
<td></td>
</tr>
<tr>
<td>1. General College and Degree Requirements to include:</td>
<td></td>
</tr>
<tr>
<td>- Concepts of Biology</td>
<td>4</td>
</tr>
<tr>
<td>- Foundations of Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>- One course elected from science area</td>
<td>4</td>
</tr>
<tr>
<td>- Human Anatomy and Physiology</td>
<td>5</td>
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<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>
<tr>
<td>2. Physical Education requirements</td>
<td></td>
</tr>
<tr>
<td>- Introduction to Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>- First Aid, Health and Safety 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>8</td>
</tr>
<tr>
<td>- Requirements: Gymnastics; Recreational Dance; 4 courses selected from Individual sports</td>
<td></td>
</tr>
<tr>
<td>- 2 courses selected from Team sports</td>
<td></td>
</tr>
<tr>
<td>- Physical Education Electives</td>
<td>4</td>
</tr>
<tr>
<td>(the following courses are especially recommended)</td>
<td></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>- Gymnastics and Apparatus Techniques</td>
<td>2</td>
</tr>
<tr>
<td>- Dance Techniques</td>
<td>2</td>
</tr>
<tr>
<td>3. A minimum of 15 credits in electives outside the major field</td>
<td>15</td>
</tr>
<tr>
<td>4. Education requirements for State Certification for Secondary Education</td>
<td>20</td>
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<table>
<thead>
<tr>
<th>II. Physical Education Minor</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A. Program for Men and Women</td>
<td></td>
</tr>
<tr>
<td>1. Physical Education courses required</td>
<td>24</td>
</tr>
<tr>
<td>- Introduction to Physical Education</td>
<td>2</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 activities 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>- Physical Education Electives</td>
<td>4</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>III. Coaching minor (men)</th>
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</thead>
<tbody>
<tr>
<td>1. Physical Education Courses required</td>
<td>23</td>
</tr>
<tr>
<td>- Introduction to Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>- First Aid, Health and Safety Education</td>
<td>3</td>
</tr>
<tr>
<td>- First semester Course Skills of Teaching Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>- Care and Treatment Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>- Physiology Exercise (Prerequisite: Anatomy and Physiology)</td>
<td>3</td>
</tr>
<tr>
<td>- Problems in Interscholastic Athletics</td>
<td>2</td>
</tr>
<tr>
<td>- Coaching Methods</td>
<td>8</td>
</tr>
</tbody>
</table>

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

### PHYSICAL EDUCATION MAJOR

(Suggested Program)

<table>
<thead>
<tr>
<th>Bachelor of Science Degree</th>
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</thead>
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#### FRESHMAN YEAR:

<table>
<thead>
<tr>
<th>Course</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
</tr>
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<tbody>
<tr>
<td>English Composition</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Concepts of Biology</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Elective Science Area</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Elective Physical Education Activity</td>
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<td>1</td>
</tr>
<tr>
<td>First Aid, Health and Safety Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Area I Electives</td>
<td>3</td>
<td></td>
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<tr>
<td>Area II Electives</td>
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<td>Area II Electives</td>
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<tr>
<td></td>
<td>16</td>
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</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>3</td>
<td></td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Tests and Measurements</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Foundations of Physical Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Area I Electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Area II Electives</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Electives</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Physical Science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
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</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>3</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>3</td>
</tr>
<tr>
<td>Secondary School Methods</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>17</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 Teaching Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Organization and Administration of Physical Education</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Education Electives</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Electives</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Area III Electives</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>17</td>
</tr>
</tbody>
</table>
The School of Education, through its Department of Psychology, confers a baccalaureate degree in psychology. Because of the core requirements for all candidates, it is regarded as a degree in general psychology but considerable latitude is allowed within the framework set by those requirements, as at least twelve hours of each student's course work in psychology are "elective."

The student should be aware, however, that even the elective courses function as parts of a total program designed to produce a graduate with a strong background in basic psychology, and under no circumstances should he regard successful completion of that program as a preparation to perform psychological services of any kind. Rather, he should think of it as (1) a demonstration of educational attainment, like any other successful academic experience, and (2) preparation for more specialized training in professional or academic psychology or in some related field.

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
      History sequence ............................... 6
      "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, Introduc- 8-10
      tion to Chemistry, or General Chemistry .
      General Biology B-101-102 or Advanced 8-10
      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.

*Other than English Composition.

**SCHOOL OF EDUCATION**
Department of Psychology

**DEPARTMENT OF PSYCHOLOGY**

Dr. J. Phillips, Chairman
Professors: J. Phillips, W. Sickles, D. Smith, D. Torbet
Associate Professors: W. Barsness, D. Heacock, G. Ison
Assistant Professors: M. Snow, S. Thurber, E. Wilkinson

Suggested Program*

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</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>+ Fundamental Concepts of Mathematics</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>+ Principles of Physical Science, Introduction to Chemistry or General Chemistry</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>
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<tr>
<td>Cultural Anthropology</td>
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</table>

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

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

<table>
<thead>
<tr>
<th>SENIOR YEAR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Personality</td>
<td>3</td>
</tr>
<tr>
<td>+ Psychological Systems</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division Electives</td>
<td>3</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

*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.
Course Offerings

PE PHYSICAL EDUCATION

101 Introduction to Physical Education (co-ed) — 2 credits
(2 1-hour lectures. 1 hour 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. One hour 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. Prerequisite: None.

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 girl’s 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 formations 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
A course in the fundamentals and team strategy of volleyball. Also designed for the improvement of skill. 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.

178 Beginning Swimming (M) — 1 credit
Teach basic skills. floating, bobbing and basic swimming techniques. American crawl. side stroke. back stroke. For students that do now know how to swim. Each semester.

179 Rugby (M) — 1 credit
First semester.

180 Archery (co-ed) — 1 credit
Each semester.

181 Golf (co-ed) — 1 credit
Each semester.

182 Track and Field (W) — 1 credit
A course in the fundamentals, theory, and practice of running, hurdles, 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 drills and general physical conditioning programs for individual needs. Each 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  
Each 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.

203, 204  Sports Officiating (co-ed) — 2 credits  
Either semester.

208  Beginning Gymnastics (M) — 1 credit  
Each semester.

209  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.

253  Beginning Gymnastics (W) — 1 credit  
Each semester.

255  Tests and Measurements (co-ed) — 1 credit  
Testing procedures and standard tests used in physical education activities: physical makeup of examinations and importance of evaluating programs in physical education. Prerequisite: Introduction to Physical Education. Either semester.

273  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 instructors permission.) Each semester.

277  Weight Training (M) — 1 credit  
Each semester.

281  Advanced Swimming (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.

282  Senior Life Saving (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 the instructor.) Each semester.

283  Water Safety Instruction (co-ed) — 1 credit  
For those students interested in learning to teach swimming and water safety. Prerequisite: Senior Life Saving. Each semester.

286  Fencing (co-ed) — 1 credit  
Each semester.

SCHOOL OF EDUCATION  
Courses - PE

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's 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.

341  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. Either 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. Either semester.
SCHOOL OF EDUCATION
Courses - PE, P

357 Rhythms for Kindergarten, Special Education and Elementary School Teachers (co-ed) — 2 credits
hrs. participation and lecture
The analysis of the fundamentals, the development of skills, and the application of methods in teaching rhythms in kindergarten, special education and elementary school physical education. To include Folk Dance, Square Dance, Rhythm Balls, Rhythmic Rope Skipping, Singing Games, Rhythms for the typical child, Parachute Rhythms. Rhythm stick, etc. Prerequisite: Junior standing. Second semester.

359 Skills for Teaching Physical Education for Kindergarten and Special Education Teachers (co-ed) — 2 credits
A course designed for future special education teachers, kindergarten teachers and Elementary Physical Education Majors 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; methods and procedures in the presentation of physical education program. One hour lecture. One hour lab per week. Prerequisite: Junior standing. Either semester.

425 Problems in Teaching 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 hour 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 finance. Prerequisite: Junior standing or instructor's permission. Either 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 1972-73.

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.
325 Educational Psychology — 3 credits
A critical examination of some psychological concepts that have relevance to the process of education. Prerequisite: General Psychology 101. Each semester.

341 Perception — 3 credits
A survey of the basic concepts in the psychology of perception, including a review of the findings of present day research on the receptor processes. Prerequisite: General Psychology 101. Offered alternate years. Either semester.

351 Personality — 3 credits
A study of the major contemporary theories and concepts of personality. Prerequisite: General Psychology 101. Second semester.

353 Psychoanalytic Psychology — 3 credits
Human emotion & motivation from the points of view of Freudian theory and its derivatives. Prerequisite: Gen Psych. 101. (Suggested companion course — either earlier or later — Personality 351.) First semester only.

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

425 Physiological Psychology — 3 credits
A survey of classical and current problems, with emphasis on nervous and endocrine systems in the processing of information with the organization of behavior. Examples of sensation, perception, motivation, emotion, and learning will be studied from this point of view. Prerequisites: General Psychology 101 and consent of instructor. Offered alternate years. Either semester.

431 Social Psychology — 3 credits
Social factors affecting individual behavior: formation and change of attitudes; social and cultural effects on individual cognitions; effects of leadership on members of groups and organizations. This course may be used as either Psychology or Sociology credit. Prerequisite: General Psychology 101 and Introduction of Sociology 101. Either semester.

435 Psychology of Motivation — 3 credits

441 Learning — 3 credits
Fundamental concepts of learning, with emphasis on recent developments in the field. Topics to be covered include: conditioning, rote learning, problem solving, memory, discrimination, and motor skills. Prerequisite: General Psychology 101, Fundamental Concepts of Mathematics 105-106, Statistical Methods P-305, Experimental Psychology P-321 may be taken before or concurrently with Learning. Offered alternate years. Either semester.

461 Psychological Systems — 3 credits
Theories and controversies of the past and present. Prerequisite: Senior standing in Psychology. Either semester.
SCHOOL OF EDUCATION
Courses - TE, LS

371 Guidance for the Classroom Teacher — 3 credits
A study of the guidance activities normally carried on by the classroom teacher. Either semester.

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-393. Spring, Summer.

395 General Safety Education — 3 credits
This course is designed to provide a comprehensive survey of general safety education as it applies to all fields but especially to the public schools. Topics include the study of accidents and their prevention, safety and accident prevention in the schools, traffic safety, student transportation and the school's role relative to safety problems with other public and private agencies. Prerequisite: Upper division standing.

401 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 freshmen, sophomores and new students. Recommended for education majors. 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 freshmen, sophomores and new students. Recommended for education majors. Each 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
Emphasis on selection, wide reading, and evaluation of books for children, and reading guidance in relation to both personal and curricular needs. Required of elementary education majors and elementary school librarians, recommended for public librarians, parents and any who work with children. Each semester.

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.
MASTER 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.

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.

The Graduate Degree Program

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

<table>
<thead>
<tr>
<th>Required courses — Education</th>
<th>9 semester credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective courses — Education</td>
<td>12 semester credits</td>
</tr>
<tr>
<td>Open electives</td>
<td>6 semester credits</td>
</tr>
<tr>
<td>Seminar</td>
<td>3 semester credits</td>
</tr>
<tr>
<td></td>
<td>30 semester credits</td>
</tr>
</tbody>
</table>

A written or oral comprehensive examination over the courses selected by the candidate will be given prior to admission in the final seminar. Successful completion of this examination will be necessary for admission to the final seminar.

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.

Required Courses in Education

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

TE-570, 571, 572  Comprehensive Core for Elementary Education — 3 credits
This comprehensive core provides "currency" in the following areas:
- Elementary curriculum development and innovation
- Testing, Evaluation and Educational Research
- Learning Theories and Applied Psychology
- Philosophical and Sociological Foundations

TE-598  Seminar in Elementary Education — 3 credits
This seminar is required of all candidates. The seminar will include directed reading, individual or group action research, and project writing.

Elective Courses in Education

Twelve semester hours of credit must be chosen from the courses listed in this 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)

TE-501  Advanced Practices and Principles in Teaching Reading — 3 credits
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-510  Advanced Practices and Principles in Teaching Social Science — 3 credits
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.

TE-511  Advanced Practices and Principles in Teaching Elementary Mathematics — 3 credits
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.

TE-512  Advanced Practices and Principles in Teaching Language Arts and Linguistics — 3 credits
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.

TE-513  Advanced Practices and Principles in Teaching Elementary Science — 3 credits
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.

TE-514  Advanced Practices and Principles in Teaching the Humanities — 3 credits
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.

Cluster II (Choose at least one course)

P-501  Counseling and Guidance in the Elementary Classroom — 3 credits
A study of counseling & guidance techniques for the elementary school. Attention is given to the study & application of basic guidance services as related to the regular & to special education programs.

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SCHOOL OF EDUCATION
Master of Arts in Elementary Education

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

TE-515 Development of Skills for Teaching Pupils with Learning Difficulties — 3 credits
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 credits
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 credits
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 credits
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 credits
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 credits
A study of techniques used in analyzing the individual with emphasis on the elementary level. The course includes observational methods, recording behavior, behavioral analysis, interviewing and use of test information.

P-505 Personality Development — 3 credits
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 credits
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 credits
Methods and techniques for encouraging creative writing in the elementary school pupils will be given.

TE-519 Advanced Children's Literature — 3 credits
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 credits
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 credits
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.

TE-522 Individualization of Reading Instruction — 3 credits
Emphasis upon the individualized approach to reading education.

Open Courses (Choose 6 Credits)
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 of Arts Degree in Elementary Education with the intent to become a specialist in Reading Education will be required to complete the following program in addition to the 9 semester hours in the Elementary Education Core.

REQUIRED READING COURSES

TE-501 Advanced Practices and Principles in Teaching Reading — 3 credits
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 credits
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 credits
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 credits
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.

In addition to the above requirements, the candidates, with the guidance and approval of his Reading Education Center advisor, is required to complete 9 semester hours of electives from the total graduate offerings.
school of health sciences
PART VI

School of Health Sciences

Dean: Victor H. Duke, Ph.D.

INTRODUCTION

DENTAL ASSISTANT PROGRAM
ENVIRONMENTAL HEALTH PROGRAM
INHALATION THERAPY PROGRAM
LICENSED PRACTICAL NURSING PROGRAM
MEDICAL RECORD TECHNICIAN PROGRAM
MEDICAL SECRETARY PROGRAM
MEDICAL TECHNOLOGY PROGRAM
PRE-DENTAL PRE-MEDICAL PROGRAM
PRE-DENTAL HYGIENE PROGRAM
RADIOLOGIC TECHNOLOGY PROGRAM
REGISTERED NURSING PROGRAM
INTRODUCTION

The tentative objective of the School of Health Sciences is to coordinate existing health occupational fields and to foster a meaningful community relationship with physicians, hospitals and other allied professions. In addition, the School of Health Sciences will be responsible for the coordination and representation with professional health oriented organizations, such as, American Medical Association, American Association of Medical Colleges, Association of Schools of Allied Health, American Nurses Association, National League of Nursing and others. It should be noted that some of the health occupational fields listed are housed and maintained in other schools comprising the college complex.

ENVIRONMENTAL HEALTH

The environmental health scientist is concerned with the study and determination of the effects of environmental factors, singly and in the aggregate, upon the health of man. The need for such a program is evident when one considers the increasing demand for trained personnel in such areas as environmental pollution prevention, food inspection, and teaching. Environmental Health experts are employed by Federal, State, and Local agencies, private industry, and teaching institutions. Currently, there are vacancies at all levels in Idaho and surrounding states.

REQUIREMENTS FOR ENVIRONMENTAL HEALTH MAJOR

Bachelor of Science

A. General Requirements (8 credits)
   - English Composition 6
   - Physical Education Activities 2

B. Area I Requirements (12 credits)
   - Electives 12

C. Area II Requirements (12 credits)
   - Psychology 3
   - Sociology 3
   - Electives 6

D. Science Requirements (69 credits)
   - General Chemistry 10
   - Elementary Organic Chemistry 6
   - Math 115 and Math 116 10
   - General Physics 8
   - Advanced General Biology 10
   - General Bacteriology 5
   - Entomology 4
   - Pathogenic Bacteriology 4
   - Food Microbiology 4
   - Biocology 4
   - Mammalian Physiology 4

E. Public Health Requirements (19 credits)
   - Environmental Sanitation 6
   - Public Health Field Training 8
   - Public Health Administration 2
   - Man and His Environment 3

F. Electives (15 credits)
   - Suggested Electives
     - Principles of Data Processing
     - Principles of Economics
     - Speech
     - State and Local Government
     - Federal Government
     - General Parasitology

For suggested program and course offerings see page 50 in the catalog.
INHALATION THERAPY

Inhalation Therapy is one of the newer fields of organized medicine and is regarded by many as a pioneer field. The need for qualified and knowledgeable therapists is increasing due to the increased use of therapeutic gases, increased number of older people with respiratory conditions, and the continuous development of new equipment.

Boise State College now offers a two-year Associate of Science degree program. The program is also accredited by the American Medical Association.

The curriculum consists of 64 semester hours, of which 28 hours are service courses that will be taken on the B.S.C. campus, while most of the remaining 36 hours are clinical courses that will be taken at Caldwell Memorial Hospital and taught by qualified members of their hospital staff.

Objectives: The Graduate:

1. The therapist should be knowledgeable in Inhalation anatomy, physiology, chest physiotherapy and pathology.
2. The therapist should be familiar with and able to operate and maintain basic inhalation therapy equipment.
3. The therapist should be knowledgeable in basic concepts of respiratory care.
4. The therapist should demonstrate safe and effective decisions in executing techniques and procedures.

Requirements for Admission

Admission to the program is based upon general college entrance requirements; former academic achievement; achievement on the American College Testing Program; personality and physical health without regard to age, sex, marital status, race, or religion.

Steps for Admission

1. Make an appointment with Jan May for a personal interview with the Inhalation Therapy Advisory Board. Call 385-1591 in Boise or 459-4641 in Caldwell.
2. Complete application for admission in the Registrar’s office, and take the A.C.T. program of tests.
3. Receive a letter from the Inhalation Therapy Advisory Board indicating that you have been accepted.

Promotion and Graduation

1. Students must maintain a G.P.A. of 1.8 during the first semester, and a G.P.A. of 2.0 in subsequent semesters. A G.P.A. less than required shall automatically place a student on probation.
2. Students obtaining a “D” or “F” in their major must repeat the course and raise the grade to a “C” or above before continuing the inhalation therapy curriculum.
3. Students who have had previous education and/or experience in Inhalation Therapy may qualify for waiver or challenge of some courses. Waiver or challenge shall be conditional on:
   a. Meeting the college requirements for waiver or challenge
   b. Obtaining full approval from the Inhalation Therapy Advisory Board.
4. Students who have completed all course requirements with a G.P.A. of 2.0 or better and no grade below a “C” in their major, qualify for graduation.

LICENSED PRACTICAL NURSING

A one-year program consisting of 600 hours of theory and 1200 hours of clinical training at St. Luke’s Hospital. Upon completion of the program the students take the state licensing examination, which, when passed, qualifies them as Licensed Practical Nurses. For details see page 159 of the catalog.
MEDICAL RECORD TECHNICIAN PROGRAM

This course of study has been planned in accordance with the stated requirements of the American Medical Record Association. The two-year program is "open-end" so that the student may utilize the earned credits for future matriculation in a four-year program for Medical Record Administrators. The curriculum was formulated by a committee made up of Medical Record Administrators, Physicians, Nurses, and representatives of the Idaho Foundation for Medicine and Biology, WICHE, the Regional Medical Programs, local hospitals, Idaho Hospital Association, and Boise State College.

Upon successful completion of the course, the student is eligible to take the National Examination for Accreditation of Medical Record Technicians. Those who receive a passing grade in this test are called Accredited Record Technicians, and will be employed in hospitals, nursing homes, insurance agencies, research institutions, medical offices — any place where health records are used.

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
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<tbody>
<tr>
<td>Medical Terminology MR 101</td>
<td>3</td>
<td></td>
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<tr>
<td>Medical Record Science MR 110, 111</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Concepts of Biology B 100</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Human Physiology and Anatomy Z 107</td>
<td></td>
<td>5</td>
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<tr>
<td>Intermediate Typing OA 107</td>
<td>2</td>
<td></td>
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<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Principles of Data Processing DP 101</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>General Psychology P 101, or Introduction to Sociology SO 101</td>
<td>3</td>
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<tr>
<td>Fundamentals of Speech - Communication CM 111</td>
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<td>16</td>
<td>16</td>
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</tbody>
</table>

Summer Session

Medical Record Science - Directed Practice MR 160, 4 credits

SOPHOMORE YEAR:

Advanced Medical Record Science MR 210.211 5 5
Health Institute Management MR 221 3 3
English Composition E 101.102 3 3
History HY 101 or HY 151 3 3
Medical Legal Concepts MR 104 2 2
Business Math/Machines OA 115 3 3
Elective (if needed) 2 or 3

14 15 or 16

MEDICAL TECHNOLOGY

Bachelor of Science Program

There is a definite demand for Registered Medical Technologists in hospitals, clinics, physicians' offices, medical schools and research laboratories. There is now a four-year curriculum which consists of three years of college training during which period 96 semester hours of study are completed. The fourth year, the student is eligible to take the examination for registration as a Medical Technologist and receive the Bachelor of Science degree.

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>1. Six hours of English Composition</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Completion of the basic core requirements:</td>
<td></td>
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<tr>
<td></td>
<td>A. Humanities Group 1</td>
<td>12</td>
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<tr>
<td></td>
<td>B. Social Sciences Group 2</td>
<td>12</td>
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<tr>
<td></td>
<td>3. Laboratory Sciences and Mathematics:</td>
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<tr>
<td></td>
<td>A. Required Courses:</td>
<td>43-45</td>
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<tr>
<td></td>
<td>1. One-year sequence in each of the following: General Chemistry 10</td>
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<td></td>
<td>Advanced General Biology 10</td>
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<td></td>
<td>Organic Chemistry 6</td>
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<td>2. One semester of: Freshman Mathematics 5</td>
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<td></td>
<td>Bacteriology 5</td>
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<td></td>
<td>Analytical Chemistry or Biochemistry 4 or 5</td>
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<tr>
<td></td>
<td>Mammalian Physiology 4</td>
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<td></td>
<td>B. Electives to be selected from the following: Biologically or Zoology (select at least two courses from the following): Comparative Anatomy 4</td>
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<tr>
<td></td>
<td>Vertebrate Embryology 4</td>
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<tr>
<td></td>
<td>Vertebrate Histology 4</td>
<td></td>
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<tr>
<td></td>
<td>Cytology 4</td>
<td></td>
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<tr>
<td></td>
<td>Microtechnique 3</td>
<td></td>
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<td></td>
<td>General Genetics 3-4</td>
<td></td>
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<tr>
<td></td>
<td>Parasitology 3</td>
<td></td>
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<tr>
<td></td>
<td>Intro to Biophysics 4</td>
<td></td>
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<tr>
<td></td>
<td>Area I and II 4-5</td>
<td></td>
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<tr>
<td></td>
<td>4. One year of clinical training 32</td>
<td></td>
</tr>
</tbody>
</table>

Senior year to be spent in clinical training in St. Luke's Hospital or St. Alphonsus Hospital, Boise, Idaho, or other hospitals with approved clinical training facilities. The equivalent of 32 credit hours is earned in clinical training which includes the above courses and their semester credit equivalents.

For suggested program see page 51 of the catalog.
SCHOOL OF HEALTH SCIENCES
Medical Secretary, Pre-Dental, Pre-Medical

MEDICAL SECRETARY

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>Physical Education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Business Mathematics/Machines</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Human Physiology and Anatomy</td>
<td>—</td>
<td>5</td>
</tr>
<tr>
<td>Beginning and Intermediate Typing</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Beginning and Intermediate Shorthand</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Business English</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Elective</td>
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<td>2</td>
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<tr>
<td><strong>TOTAL FOR AREAS 1-4</strong></td>
<td><strong>16</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

SOPHOMORE YEAR:

- Applied or General Psychology       | 3        |
- Medical Terminology                  | —        |
- Advanced Shorthand                   | 4        |
- Secretarial Writing                  | —        |
- Introduction to Business             | 3        |
- Records Preparation and Management   | 3        |
- Principles of Accounting             | —        |
- Advanced Typewriting                 | 2        |
- Production Typewriting               | —        |
- Elective                             | —        |
- Administrative Office Procedures     | —        |

**TOTAL FOR AREAS 5-10**                   | **15**   |

**ELECTIVES NEEDED**                        | **16**   |

For course descriptions see page 108 of the catalog.

PRE-DENTAL HYGIENE

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

The Bachelor's Degree in dental hygiene qualifies the graduate for specialized services in public health, school health, administration and education of dental hygienists, as well as training and licensing to give important dental services under the supervision of a dentist.

PRE-DENTAL HYGIENE

I. Biology Option

1. General College and Baccalaureate Degree
   Requirement to include
<table>
<thead>
<tr>
<th>Course</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

2. Biology Requirements
   | Course                              | 10       |
   | General Bacteriology                | 5        |
   | Comparative Anatomy                 | 4        |
   | Vertebrate Embryology               | 4        |
   | Mammalian Physiology                | 4        |
   | General Genetics                    | 3-4      |
   | Vertebrate Histology                | 4        |

3. Chemistry Requirements
   | Course                              | 25-27    |
   | General Chemistry                   | 10       |
   | Organic Chemistry                   | 6-8      |
   | Analytical Chemistry                | 5        |
   | Biochemistry                        | 4        |

4. Physics and Mathematics
   | Course                              | 18       |
   | General Physics                     | 8        |
   | Mathematics sequence                | 10       |

**TOTALS FOR AREAS 1-4**                   | **107-110**

**ELECTIVES NEEDED**                        | **18-21**

II. Chemistry Option

1. General College and Baccalaureate Degree
   Requirement to include
   | Course                              | 30       |
   | English Composition                 | 6        |
   | General Psychology                  | 3        |

2. Biology Requirements
   | Course                              | 22       |
   | Advanced General Biology            | 10       |
   | Comparative Anatomy                 | 4        |
   | General Genetics                    | 4        |
   | Vertebrate Embryology               | 4        |

**TOTALS FOR AREAS 1-4**                   | **107-110**

**ELECTIVES NEEDED**                        | **18-21**

For course descriptions see page 52 of the catalog for course listing.

PRE-DENTAL PRE-MEDICAL

REQUIREMENTS FOR PRE-DENTAL, PRE-MEDICAL STUDIES MAJOR

I. Biology Option

1. General College and Baccalaureate Degree
   Requirement to include
   | Course                              | 30       |
   | English Composition                 | 6        |
   | General Psychology                  | 3        |

2. Biology Requirements
   | Course                              | 34-35    |
   | Advanced General Biology            | 10       |
   | General Bacteriology                | 5        |
   | Comparative Anatomy                 | 4        |
   | Vertebrate Embryology               | 4        |
   | Mammalian Physiology                | 4        |
   | General Genetics                    | 3-4      |
   | Vertebrate Histology                | 4        |

3. Chemistry Requirements
   | Course                              | 25-27    |
   | General Chemistry                   | 10       |
   | Organic Chemistry                   | 6-8      |
   | Analytical Chemistry                | 5        |
   | Biochemistry                        | 4        |

4. Physics and Mathematics
   | Course                              | 18       |
   | General Physics                     | 8        |
   | Mathematics sequence                | 10       |

**TOTALS FOR AREAS 1-4**                   | **107-110**

**ELECTIVES NEEDED**                        | **18-21**

II. Chemistry Option

1. General College and Baccalaureate Degree
   Requirement to include
   | Course                              | 30       |
   | English Composition                 | 6        |
   | General Psychology                  | 3        |

2. Biology Requirements
   | Course                              | 22       |
   | Advanced General Biology            | 10       |
   | Comparative Anatomy                 | 4        |
   | General Genetics                    | 4        |
   | Vertebrate Embryology               | 4        |

**TOTALS FOR AREAS 1-4**                   | **107-110**

**ELECTIVES NEEDED**                        | **18-21**

For course descriptions see page 52 of the catalog for course listing.
RADIOLOGIC TECHNOLOGY

St. Luke’s Hospital, in conjunction with Boise State College, offers a twenty-four month radiologic technology program. Two weeks vacation is offered each summer, plus ten working days sick leave each year. Both the college and the hospital offer classes in theory, while the hospital provides the clinical experience for laboratory practice.

Admission to the program is based on high school and college transcripts if the applicant has attended the latter, three letters of reference from other than relatives, and the aptitude test S-80 given by the Employment Security Agency by appointment. A personal interview by appointment with the Educational Coordinator and the Director of the Department of Radiology at St. Luke’s Hospital is also required.

The student pays all of his expenses at the college, including books, tuition, etc. Upon completion of the program the hospital refunds the amount of the college tuition to the student. The student is also requested to purchase approximately one-hundred dollars worth of books for use at the hospital. Students furnish their own uniforms and appropriate white shoes. In lieu of board and room the student receives a stipend of sixty dollars a month for the first year and seventy-five dollars a month the second year. He also receives Blue Cross benefits from the hospital. The program is approved under the G.I. Bill.

Students are also requested to participate in the Southwestern Society of Radiologic Technologists. The fee for this is one dollar and fifty cents per year.

Upon completion of the prescribed curriculum the student will receive a certificate from St. Luke’s Hospital, which will qualify the student for writing the examination to become a Registered Technologist.

Post-graduate courses are offered to the Registered Technologist under the supervision of MSTI in the specialized field of Radiation Therapy.

Students spend approximately 3500 hours in clinical practice working with patients under the supervision of a Registered Technologist or Radiologist in a hospital environment. This includes experience in the subjects listed above, including pediatric radiography, fluoroscopy, film critique, and emergency call, where they learn procedures pertinent to the handling of accident patients.

Students are accepted for enrollment in this program only through the Department of Radiology at the hospital.

RADIOLOGIC TECHNOLOGY CURRICULUM

FIRST YEAR-FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology</td>
<td>5</td>
</tr>
<tr>
<td>Psychology 101</td>
<td>3</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
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Theory Clock Hours

FIRST YEAR-SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Clock Hours</th>
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</thead>
<tbody>
<tr>
<td>Foundations of Physical Sciences 110</td>
<td>4</td>
</tr>
<tr>
<td>First Aid</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
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Theory Clock Hours

SECOND YEAR-FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Clock Hours</th>
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</thead>
<tbody>
<tr>
<td>Principles of Radiographic Exposure II</td>
<td>30</td>
</tr>
<tr>
<td>Radiographic Positioning-Intermediate</td>
<td>15</td>
</tr>
<tr>
<td>Common Radiographic Procedures using Contract Media</td>
<td>8</td>
</tr>
<tr>
<td>The Technologist in Surgery</td>
<td>6</td>
</tr>
<tr>
<td>Film Critique II</td>
<td>20</td>
</tr>
<tr>
<td>Radiographic and Topographic Anatomy I</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
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</table>

SUMMER SESSION-FIRST YEAR

<table>
<thead>
<tr>
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<th>Course</th>
<th>Clock Hours</th>
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<td>Radiological Physics 103</td>
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<tr>
<td>Second Semester Session</td>
<td>Radiological Physics 104</td>
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</table>

SECOND YEAR-SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Clock Hours</th>
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</thead>
<tbody>
<tr>
<td>Film Critique IV</td>
<td>20</td>
</tr>
<tr>
<td>Medical Office Procedures</td>
<td>4</td>
</tr>
<tr>
<td>Special Radiographic Procedures I</td>
<td>22</td>
</tr>
<tr>
<td>Special Radiographic Procedures II</td>
<td>20</td>
</tr>
<tr>
<td>Equipment Maintenance</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Protection</td>
<td>8</td>
</tr>
<tr>
<td>Radiographic and Topographic Anatomy II</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
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</table>

Theory Clock Hours

SECOND YEAR-SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film Critique IV</td>
<td>20</td>
</tr>
<tr>
<td>Special Radiographic Procedures II</td>
<td>20</td>
</tr>
<tr>
<td>Radiographic Positioning-Review</td>
<td>22</td>
</tr>
<tr>
<td>Radiological Safety Monitoring</td>
<td>15</td>
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<tr>
<td>Radiation Therapy</td>
<td>10</td>
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<tr>
<td>Medical Use of Radioisotopes</td>
<td>2</td>
</tr>
<tr>
<td>Vascular Radiography</td>
<td>20</td>
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<tr>
<td>A Survey of Medical and Surgical Diseases</td>
<td>4</td>
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<tr>
<td>Registry Review</td>
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SCHOOL OF HEALTH SCIENCES
Registered Nursing

REGISTERED NURSING

Boise State College offers a two-year associate degree program in nursing. The entire program is collegiate in nature with Boise hospitals and health facilities cooperating by providing clinical experience areas for laboratory practice in general nursing. All classes and hospital experiences are under the supervision of qualified college instructors. The program is accredited by the Idaho State Board of Nursing, the Northwest Association of Secondary and Higher Schools and the National League for Nursing.

Philosophy

Believing that nurses can best be educated in a college environment, Boise State College, Department of Nursing operates within the philosophy of the total college. Students enrolled in nursing work and socialize with people majoring in various fields of study. The school provides the opportunity for each student to promote his own abilities within the nursing program. Each student is counseled upon application and throughout the program in relation to his educational goals and academic ability.

The nursing curriculum is in a combination college-hospital setting, including classes in liberal arts as well as nursing classes with supervised experience in medical, surgical, obstetrical, pediatric and psychiatric nursing. The purpose of this curriculum is to enable the student to cultivate his personal educational interests within the subject area.

The school assists each student to develop into a productive citizen of the community with the abilities, understanding and attitudes to function as a technical nurse. We define a technical nurse as one who understands scientifically founded nursing knowledge and applies it in giving nursing care.

The graduate is granted an Associate of Science degree and is eligible to be licensed as a registered nurse.

Objectives: The Graduate:

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

Admission:

Admission to the program is based upon general college entrance requirements; former academic achievement; achievement on the American College Testing Program; personality and physical health without regard to age, sex, marital status, race or religion.

Steps to Admission:

2. Complete application for admission in the Registrar's office. Include transcripts from all colleges attended as well as high school.
3. Take A.C.T. program of tests.
4. Have a physical examination including chest x-ray.
5. Receive a letter from the Department of Nursing indicating that you have been accepted for admission.
6. Purchase uniforms (approximately $75.00) including white leather nurses shoes.

Promotion and Graduation:

1. Students must make reasonable progress toward a G.P.A. of 2.0 during the first year in the nursing curriculum. Usually a G.P.A. below 1.8 during the first semester and 2.0 during the second semester will disqualify a student from continuing the next term of the nursing curriculum. Any student with a G.P.A. below a 2.0 will be on probation.
2. Nursing students obtaining a "D" or "F" in their major (nursing) must repeat the course and raise the grade to "C" or above before continuing the nursing curriculum.
3. A grade of "D" in any formal clinical evaluation period (nursing lab.), by a given clinical instructor will automatically place a student on probation.
4. Two grades of "D" or one "F" in clinical evaluation is considered adequate reason for dismissal from the program. When this situation occurs, it will be reviewed by the nursing faculty for final action.
5. Any student whose average grade is "F" in theory or laboratory at the end of the semester automatically receives an "F" for the course.
6. Students entering the fall term of the last year in the nursing curriculum must have a 2.0 G.P.A.
7. Students with a cumulative G.P.A. of 2.0 and no grade below a "C" in their major qualify for graduation.
8. Graduates will qualify for writing the licensing examination to become a Registered Nurse.
Course Offerings

IT—INHALATION THERAPY

101-102 Inhalation Therapy Basic Sciences — 2 credits
This course is designed to augment basic principles presented in Chemistry, Physics, and Anatomy, and introduce basic concepts and theory of Inhalation Therapy. Special emphasis on Pulmonary Physiology will be given. Each semester.

151 Ethics and Administration Introduction to Equipment — 2 credits
This course is designed to be a study of principles that will be of assistance in the understanding of inter-personal relations on the job. Emphasis is directed toward patient management. An introduction in the operation and maintenance of basic inhalation therapy equipment. First semester.

160 Ventilation Theory and Equipment — 2 credits
This course provides knowledge in the control and assistance of respiratory processes and the various modes of therapy administration. This course will also present an understanding of these processes and their therapy, both in theory and in practical terms. Prerequisite: IT 101-102. Second semester.

180 Clinical Experience — 6 credits
A course designed to give opportunity to apply knowledge gained in the courses ascribed to the clinical disorders. Supervision of the student-patient contacts by an inhalation therapist is constant, in classes of no more than five students for one teacher. The student is encouraged to develop a rather complete concept of disease process including etiology, pathological changes, signs and symptoms, general and specific treatment, prophylaxis, and prognosis. One hour lecture daily and 35 hours laboratory per week for the 5-week summer session. Prerequisite: IT 101-102. Summer session.

201 Inhalation Therapy Pharmacology — 2 credits
A course designed to provide a sound understanding of the drugs used in inhalation therapy. Prerequisite: IT 101-102. First semester.

221 Inhalation Therapy Pathology — 2 credits
A course designed to provide a sound understanding of pathology with special emphasis on the pulmonary and circulatory system. Prerequisite: IT 180. First semester.

231 Airway Management and Spyrometry — 2 credits
This course is designed to introduce techniques necessary to measure and evaluate the functional efficiency of the respiratory process and assess a patient’s status and progress. Prerequisite: IT 160. First semester.

242 Inhalation Therapy Bacteriology — 2 credits
A course designed to provide sound understanding of Bacteriology with special emphasis on the pulmonary and circulatory systems. Prerequisite: B-205. Second semester.

251 Resuscitation and Long Term Ventilation — 2 credits
A course designed to provide an understanding of the techniques employed in re-establishing and supporting vital life processes. The course includes a study of long term intermittent positive pressure breathing and various methods of resuscitation. Prerequisite: IT 231. First semester.

256 Humidification and Aerosols — 2 credits
The course is designed to present knowledge and necessary skills for administering and maintaining aerosol therapy. There are numerous methods available for humidifying the administered gas and because of their complexity a single course is warranted. Also considered are the physiological effects of humidification and its therapeutic effect. Prerequisite: IT 160. Second semester.

261-262 Clinical Application — 1-2 credits
A course designed to help the student recognize specific application of techniques to patients. Emphasis on the gases and their therapeutic values will be given. Prerequisite: IT 261 and 281. Each semester.

281-282 Clinical Experience — 4 credits
A sequence of courses designed to give opportunity to apply knowledge gained in the courses described to the clinical disorders. Supervision of the student-patient contacts by an inhalation therapist is constant, in classes of no more than five students for one teacher. The student is encouraged to develop a rather complete concept of disease process including etiology, pathological changes, signs and symptoms, general and specific treatment, prophylaxis, and prognosis. Prerequisite: IT 180. Each semester.
SCHOOL OF HEALTH SCIENCES
Courses - MR, RN

MR—MEDICAL RECORD TECHNICIAN

101 Medical Terminology — 3 credits
An introduction to Greek and Latin prefixes, roots, and suffixes used in medical terminology, as well as the study of anatomical, physiological, and pathological terms according to systems of the body. Both semesters.

104 Medical Legal Concepts — 2 credits
A study of the principles of law and ethics as applied to medical record practice. Second semester.

110-111 Medical Record Science — 4 credits
Orientation to Medical Record profession, including its history and progress. Students will learn how to analyze a medical record, check it for completion, code and index according to disease and operation. Planned laboratory experiences will provide practice in these procedures as well as in statistics, filing systems and medical transcription. First year.

160 Medical Record Science Directed Practice — 4 credits
Each student spends 150 hours in a Medical Record Department doing the daily procedures, under the immediate supervision of the hospital personnel. This experience provides the opportunity to put into practice the theories learned during the first year of Medical Record Science. Prerequisite: MR-110,111.

210-211 Advanced Medical Record Science — 5 credits
More detailed coding and indexing of medical records, outpatient department records, Medicare, cancer registry, and methods of record keeping in nursing homes or extended care facilities. Provides 12 hours per week of directed practice. Prerequisite: MR 110,111. Second year.

221 Health Institute Management — 3 credits
Introduction to the organizational, management, administrative, social and economic aspects of major health institutions. Particular emphasis is placed on hospital accreditation standards and interdepartmental relationships. Prerequisite: MR 110,111. Second semester.

RN—REGISTERED NURSING

111 Basic Health Needs — 5 credits
Presents the basic human needs, mental and physical, for normal health as applied to people in the community and hospital. The student is given the opportunity of providing and evaluating the basic health needs of hospitalized people. Two lectures and three laboratory periods per week. First semester.

112 Maternal and Child Health — 6 credits
Presents basic health needs of the family during the reproductive cycle. Methods of nursing care to make childbirth physically safe and emotionally satisfying to the family are taught. The characteristic tasks of the well child from birth through adolescence are included in the course. Four lectures and two laboratory periods per week. Prerequisite: Basic Health Needs RN-111. Second semester.

220 Introduction to Deviations from Basic Health — 9 credits
Deviations from health are presented in relation to concepts of basic human needs. Emphasis will be placed on the concepts of mental health, oxygen and activity. The application will be to the ill patient of all ages from infancy through adulthood. Five lectures and four laboratory periods per week. Prerequisite: Core courses of the first year curriculum in nursing. First semester.

221 Deviations from Basic Health — 8 credits
Deviations from health continue to be presented in relation to concepts of basic human needs. Emphasis will be placed on the concepts of nutrition, elimination, safety and comfort. Four lectures and four laboratory periods per week. Prerequisite: Introduction to Deviations from Basic Health RN-220. Second semester.

225 Nursing Seminar — 2 credits
Discussion of problems relating to the role of the graduate as a registered nurse. Two lectures per week. Second semester.