MASTER OF SCIENCE IN ACCOUNTING, TAXATION

Telephone (208) 385-1126

NOTICE: The new graduate program described below has been approved for implementation by the Idaho State Board of Education but has not yet received full funding. Therefore, some or all of the courses required for the degree may not be available during this academic year. Because the funding status of this program may have changed since the publication of the catalog, you are encouraged to inquire about course offerings by calling the chair of the department or the Dean of the Graduate College.

The objective of the College of Business program leading to the M.S. in Accounting is to prepare candidates for a career in taxation. The program provides specialty tax courses within the broader framework of general business decision making. In a world of complex tax laws, tax professionals must have a perspective extending beyond the details of the Internal Revenue Code. They must be leaders in understanding the functions and limitations of revenue laws, in communicating their knowledge, and in assuring the efficiency and fairness of the tax system. As tax professionals progress in their career, they will receive added responsibilities, including managing employees and providing key advice on a broad range of business topics. Graduates will develop technical competence and the business knowledge required to meet these additional demands. Thus, graduates may use their tax knowledge as a springboard into positions such as controller, vice president of taxation, chief financial officer, partner, and owner of their own firm.

ADMISSION REQUIREMENTS

General Prerequisites for Applicants: Admission will be granted to applicants who hold a Bachelor's degree from an accredited college or university and meet the standards set by the College of Business at Boise State University. A foundation of coursework in basic fields of business administration is required for admission to the Master of Science in Accounting program. Students who have completed a bachelor's degree in business within the last five years normally will have completed these requirements as part of their undergraduate program. The M.S. in Accounting program is also designed to serve the student who has completed his or her Bachelor's degree in non-business fields.

Specific Prerequisites for Applicants: All applicants must meet the following requirements prior to enrolling in MSA classes. (New applicants for the program should furnish documentary evidence of GMAT scores and copies of official transcripts upon initial application. For fall enrollment, students should arrange to take the GMAT by March. For spring enrollment, the GMAT should be no later than October.)

The requirements for admission attempt to recognize the differences among applicants with regard to experience and educational background.

1. Applicants to the MSA program must have graduated from an accredited college and university.
2. Acceptance is based on the applicant's prior academic performance, leadership experience, professional experience, aptitude for graduate study, general motivation, and managerial attributes.
3. A GMAT score of 475 and a cumulative GPA of 2.9 (C=2.0) are considered minimal.
4. Foreign students must score a minimum of 550 on the TOEFL or its equivalent. Foreign students may also be asked to take an English proficiency exam at BSU.
5. Two years of significant work experience are required. This may be waived if applicant has a GMAT score of 600 or higher.
6. Current professional resume which accurately reflects professional work experience.
7. Two letters of reference (one preferably from an academic source) which address your strengths, weaknesses, how you might benefit from an MSA, and what you can contribute to our MSA program, and
8. A brief response (maximum 2 pages, double spaced) to one of the following:
   A. Discuss your career goals both short-term and long-term. What role does an MSA program, in general, and Boise State University's MSA program in particular, play in helping you achieve these goals?
   B. Discuss two or three situations in the past three years where you have taken a leadership role. How do these events demonstrate your managerial potential?
   C. Please give a brief, candid evaluation of yourself. Include some discussion of the abilities and other attributes you believe are your strengths and some discussion of areas you would like to develop more fully. What do you consider most unique and distinctive about yourself?
9. All students must be accepted by the Graduate College of Boise State University in order to apply for admission to the MSA program.
10. A student must be admitted to the MSA program in order to take MSA classes.

Undergraduate students will not be allowed in MSA classes under the University's Permit for Seniors to Take Graduate Courses policy.

Application deadlines:
Summer, Fall entry ........................................... April 30
Spring entry ..................................................... October 31

Degree Requirements:
The Master of Science in Accounting degree consists of a minimum of 30 semester hours of credit from offerings described below.
The 30 credit hour requirement consists of:
- M.S. accounting courses: 18 credits
- M.S. accounting electives: 3 credits
- Approved non-accounting elective courses: 6 credits
- Approved tax accounting internship, professional paper or other approved graduate course: 3 credits

The professional paper must be on an approved topic, coordinated and supervised by a committee assigned by the Department of Accounting. An accounting advisor is assigned to each M.S. major in order to assist in the choices available to the candidate.

**Required Courses:**
- Research in Federal Taxation AC 520: 3 credits
- Partnership Tax Law AC 525: 3 credits
- Corporate Tax Law I AC 530: 3 credits
- Corporate Tax Law II AC 533: 3 credits
- Estate & Gift Taxation AC 535: 3 credits
- Real Estate Tax Law AC 545: 3 credits
- M.S. Accounting Elective: 3 credits
- *Non-Accounting Elective: 6 credits
- Approved Internship / Research Paper / Elective: 3 credits

*Elective chosen from non-accounting graduate or undergraduate G course. (G courses are limited to a maximum of 3 credits.)

**Elective Courses**
- Farm & Natural Resource Taxation AC 555
- Income Taxation of Trusts and Estates AC 560
- Deferred Compensation Taxation AC 565
- State Taxation and Procedures AC 570
- International Taxation AC 575
- Computer Applications in Taxation AC 577
- Current Tax Topics and Policy Issues AC 579
- Practicum/Internship AC 590

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**COURSE OFFERINGS**

**AC ACCOUNTING**

- **AC 520 RESEARCH IN FEDERAL TAXATION (3-0-3).** Instruction in all aspects of tax research including legislative, administrative and judicial sources; major tax services; tax planning software and LEXIS; writing and negotiation skills.

- **AC 525 PARTNERSHIP TAX LAW (3-0-3).** Tax meaning of partnership: formation transactions between partner and partnership; determination and treatment of partnership income; sales and exchanges of partnership interest; distributions; retirement; death of a partner; drafting the partnership agreement.

- **AC 530 CORPORATE TAX LAW I (3-0-3).** Tax considerations in corporate formation, distributions, redemptions, and liquidations. Includes personal holding companies, accumulated earnings tax, collapsible corporations and taxing affiliated groups.

- **AC 533 CORPORATE TAX LAW II (3-0-3).** Subchapter S corporations, professional corporations, and reorganizations.

- **AC 535 ESTATE AND GIFT TAXATION (3-0-3).** Federal estate and gift taxes, including estate planning.

- **AC 545 REAL ESTATE TAX LAW (3-0-3).** Basis considerations, depreciation, and problems incident to the sale, exchange, and other disposition of property, including recognition and characterization concepts.

- **AC 555 FARM AND NATURAL RESOURCE TAXATION (3-0-3).** Farm, forestry, mining, and oil and gas tax practices and issues.

- **AC 560 INCOME TAXATION OF TRUSTS AND ESTATES (3-0-3).** Taxation of income of trusts and estates, with emphasis of income required to be distributed currently, equivocal distributions of income corpus, and accumulation distributions; other fiduciary tax problems, including the treatment of income in respect of decedents.

- **AC 565 DEFERRED COMPENSATION TAXATION (3-0-3).** Study begins with the ERISA rules and includes changes and updates for deferred compensation to the current date.

- **AC 570 STATE TAXATION AND PROCEDURES (3-0-3).** State income tax issues, sales and use taxes, state and federal income tax procedures.

- **AC 575 INTERNATIONAL TAXATION (3-0-3).** Multinational tax law for domestic corporations with operations abroad and nonresident citizens.

- **AC 577 COMPUTER APPLICATIONS IN TAXATION (3-0-3).** State of the art tax computer software applications including emphasis on tax planning considerations; writing and negotiation skills.

- **AC 579 CURRENT TAX TOPICS (3-0-3).** Topics may vary but will mostly be intense studies of major new tax bills; writing, presentation and negotiation skills.

- **AC 590 PRACTICUM/INTERNSHIP (3-0-3).**
The Master of Business Administration at Boise State University is designed to prepare future business leaders to handle the challenges of change in a global economy. Emphasizing the needs of fully employed students, the program strives to provide students with a thorough grounding in each of the functional business areas. Integration of student’s knowledge across these functional disciplines is one of the program’s key objectives. The program provides a general perspective to business management that requires students to consider the social, environmental, and ethical context of managerial actions.

MATRICULATION REQUIREMENTS

General Prerequisites for Applicants: Admission will be granted to applicants who hold a Bachelor’s degree from an accredited college or university and who meet the standards set by the College of Business of Boise State University. Common to all programs is a foundation of course work in basic fields of Business Administration. Students who have completed a Bachelor’s degree in Business within the last five years normally will have completed most of these requirements as part of their undergraduate program. The Master of Business Administration program is also designed to serve the student who has completed his or her Bachelor’s degree in non-Business fields such as the Sciences, Engineering and the Liberal Arts.

Specific Prerequisites for Applicants: All applicants must fulfill the following requirements prior to enrolling in MBA classes. (New applicants for the programs should furnish documentary evidence of GMAT scores and copies of official transcripts upon initial application. For fall enrollment, students should arrange to take the GMAT by March. For spring enrollment, the GMAT should be taken no later than October.)

The requirements for admission attempt to recognize the differences among applicants with regard to experience and educational background.

1. Applicants to the MBA program must have graduated from an accredited college or university.
2. Acceptance is based on the applicant’s prior academic performance, leadership experience, professional experience, aptitude for graduate study, general motivation, and managerial attributes.
3. A GMAT score of 475 and a cumulative GPA of 2.9 (C=2.0) are generally considered minimal.
4. Foreign students must score a minimum of 550 on the TOEFL or its equivalent. Foreign students may also be asked to take an English proficiency exam at BSU.
5. Two years of significant work experience is required. This may be waived if applicant has a GMAT score of 600 or higher.
6. Current professional resume which accurately reflects professional work experience.
7. Two letters of reference (one preferably from an academic source) which address your strengths, weaknesses, how you might benefit from an MBA, and what you can contribute to our MBA program, and
8. A brief response (maximum 2 pages, double spaced) to one of the following:
   A. Discuss your career goals both short-term and long-term. What role does an MBA program, in general, and Boise State University’s MBA program in particular play in helping you achieve these goals?
   B. Discuss two or three situations in the past three years where you have taken a leadership role. How do these events demonstrate your managerial potential?
   C. Please give a brief, candid evaluation of yourself. Include some discussion of the abilities and other attributes you believe are your strengths and some discussion of areas you would like to develop more fully. What do you consider most unique or distinctive about yourself?
9. A student must be admitted to the MBA program in order to take MBA classes.
10. All applicants must be accepted by the Graduate College of Boise State University in order to achieve the Master degree.

Undergraduate students will no longer be allowed in MBA classes under the University’s Permit for Seniors to Take Graduate Courses policy.

Application deadlines:
   Summer, Fall entry .............................. April 30
   Spring entry ...................................... October 31

DEGREE REQUIREMENTS

The Master of Business Administration degree consists of a maximum of 57 semester hours of credit from the offerings listed on the following pages or other graduate courses suitable to an MBA degree, as accepted by the MBA Admissions Committee.

<table>
<thead>
<tr>
<th>Foundation Courses</th>
<th>27</th>
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<tbody>
<tr>
<td>Advanced Courses</td>
<td>21</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
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Depending upon their undergraduate course work, students may select 3-6 credit hours from the 400 level “G” courses from the undergraduate College of Business program. Only those courses listed on the following pages are approved. Advisors should be consulted regarding those courses.

Under certain conditions with the approval of the MBA program coordinator and the Department head concerned,
MBA students may earn up to a maximum of 3 credit hours of Directed Research and/or Internship credits which apply to graduation requirements.

**COURSE OFFERINGS**

**MBA MASTER OF BUSINESS ADMINISTRATION**

**FOUNDATION COURSES**

These courses assume that the student has had no previous coursework in business. Conversely, any or all of these courses may be waived if the student has already taken them at an accredited business school, such as would be the case if the student had completed a baccalaureate degree in business within the last five years.

**AC 511 ACCOUNTING FOR MANAGERS (3-0-3) (F)**. The student can expect to develop a working knowledge of financial and managerial accounting tools, techniques and procedures.

**EC 514 ECONOMIC THEORY AND ANALYSIS (3-0-3) (F)**. This course is an examination of the interaction between business and the economic, social, political, and legal order on a national and international basis. A case approach is used to focus attention on the history and development of the partnership and corporate forms of business organization and the legal environment which creates and regulates a manager's duties toward the corporation, employees, shareholders, and members of the general public.

**EC 514 ECONOMIC THEORY AND ANALYSIS (3-0-3) (F)**. Concepts and techniques of corporate institutional and investment finance are examined. These include time value of money, corporate banking relationships, current assets management, and efficient markets. PREREQ: AC 511, PR 513.

**GB 536 BUSINESS IN A GLOBAL SOCIETY (3-0-3) (F/S)**. This course is an examination of the interaction between business and the economic, social, political, and legal order on a national and international basis. A case approach is used to focus attention on the effects of this broad environment on managers. Some ethical issues and cross-cultural issues are explored. PREREQ: GB 516 or equivalent.

**GB 536 BUSINESS IN A GLOBAL SOCIETY (3-0-3) (F/S)**. This course is an accelerated, integrated introduction to economic analysis of the price system and the aggregate performance of developed economies. Supply and demand, basic market structures, income distribution, employment, inflation, growth and international trade.

**FI 523 PRODUCTION AND SYSTEMS MANAGEMENT (3-0-3) (S)**. This course stresses the management of the production/operation function and its integration with other organizational activities. Typical areas covered are: forecasting models, design and layout of the production system, scheduling, location analysis, quality control, and material acquisition. PREREQ: PR 513.

**ADVANCED COURSES**

**AC 531 ACCOUNTING PLANNING AND CONTROL (3-0-3) (F/S)**. This course includes the study of the planning and control processes to assist in the making of business decisions. Problems and cases are considered in profit planning and analysis, cost and for pricing and capital budgeting. The overall objective is an understanding of techniques of cost planning and control. PREREQ: AC 511 or equivalent.

**FI 545 ADVANCED FINANCIAL MANAGEMENT (3-0-3) (F/S)**. An analysis of financial planning and control in the dynamic environment of changing financial markets. Risk-return analysis, capital budgeting, debt-equity financing, dividend policy, and merger and acquisitions are major topics. PREREQ: FI 525, EC 514 or equivalent.

**GB 536 BUSINESS IN A GLOBAL SOCIETY (3-0-3) (F/S)**. This course is an examination of the interaction between business and the economic, social, political, and legal order on a national and international basis. A case approach is used to focus attention on the effects of this broad environment on managers. Some ethical issues and cross-cultural issues are explored. PREREQ: GB 516 or equivalent.

**GB 536 BUSINESS IN A GLOBAL SOCIETY (3-0-3) (F/S)**. This course is an accelerated, integrated introduction to economic analysis of the price system and the aggregate performance of developed economies. Supply and demand, basic market structures, income distribution, employment, inflation, growth and international trade.

**GB 536 BUSINESS IN A GLOBAL SOCIETY (3-0-3) (F/S)**. This course is an examination of the interaction between business and the economic, social, political, and legal order on a national and international basis. A case approach is used to focus attention on the effects of this broad environment on managers. Some ethical issues and cross-cultural issues are explored. PREREQ: GB 516 or equivalent.

**MG 538 MANAGING PEOPLE IN ORGANIZATIONS (3-0-3) (F/S)**. This course is a systematic approach to the major phases of human resource management in organizations, including knowledge bases and theories; problems, constraints; opportunities; program controls, evaluations and costs; and results of effective and efficient human resources management. PREREQ: MG 528 or equivalent.

**MK 539 STRATEGIC MARKETING MANAGEMENT (3-0-3) (F/S)**. An analysis and integration of marketing concepts and models with organizational and environmental constraints. Emphasis on identifying opportunities, problems, selection, and development of alternatives. Also formulation and implementation of strategies, plans, and programs. Consumer, industrial, institutional and international markets included. PREREQ: MK 529 or equivalent.

**PR 533 DECISION ANALYSIS (3-0-3) (S)**. A study of decision making in complex situations. Aids for identifying and modeling the decision problem, analyzing and responding to multiple objectives, utilizing subjective inputs, and evaluating and incorporating information. PREREQ: PR 513 or equivalent.
ELECTIVE COURSES

AS 512 COMMUNICATION TECHNIQUES FOR MANAGERS (3-0-3)(Intermittent). Analysis of management communication requirements in business. Development of a critical sense and analytical ability through evaluation of research, reports, and case studies. Writing and speaking skills emphasized through written reports, oral presentation and small group activities.

EC 560 ECONOMICS OF PUBLIC POLICY (3-0-3)(F/S). Contribution of economic analysis to the justification, design and implementation of economic policy. The issue surrounding the need for public policy in a private property, market economy and the benefits and costs associated with government intervention. The relationships between the goals and the instruments of U.S. economic policy. PREREQ: EC 514.

GB 545 INTERNATIONAL BUSINESS (3-0-3)(F). An overview of (1) the international business environment; (2) country characteristics and conditions affecting firms that conduct business overseas; and (3) firm level decisions about marketing, finance and personnel, and other functions.

MG 541 HUMAN RESOURCE MANAGEMENT (3-0-3)(F/S). Effective management of human resources including discussion of the supervisory processes conducive to reducing labor costs and increasing productivity. Special attention is given the human, organizational, and environmental constraints which limit managerial actions. Techniques for effectively functioning within these constraints.

MK 520 MARKETING PROBLEMS (3-0-3)(Intermittent). Analytical approach to marketing problem solving and decision making. Covers market definition, personal selling, advertising and sales promotion, distribution channels, strategy formulation, product development procedures, and customer services. Case study approach is utilized.

PR 552 STATISTICAL METHODS FOR BUSINESS DECISIONS (3-0-3) (Intermittent). The application of the techniques and the reason for their employment in decision processes. Computer application programs are employed to assist in the learning process. Topics generally covered include: multiple regression analysis, forecasting and multivariate analysis. PREREQ: PR 523 or equivalent courses.

PR 554 OPERATIONS RESEARCH METHODS FOR DECISION MAKING (3-0-3) (Intermittent). An introduction to operations research, applying quantitative tools and interpreting the results. Particular attention is given to using the computer to analyze quantitative models. Typical areas covered are: linear programming, network models, and inventory control theory. PREREQ: PR 523 or equivalent courses.

SELECTED TOPICS: Contemporary topics courses offered intermittently.

AC 580 SELECTED TOPICS- Accounting (3-0-3)
EC 582 SELECTED TOPICS- Economics (3-0-3)
FI 583 SELECTED TOPICS- Finance (3-0-3)
IS 581 SELECTED TOPICS- Information Systems (3-0-3)
MG 584 SELECTED TOPICS- Industrial Psychology (3-0-3)
MG 585 SELECTED TOPICS- Management (3-0-3)
MK 586 SELECTED TOPICS- Marketing (3-0-3)

590 INTERNSHIP. Available on a selective, limited basis. MBA students should consult with pertinent faculty and coordinator.

596 DIRECTED RESEARCH (1-3 credits). Involves special projects undertaken by the student, consisting of individual work suited to the needs and interests of the student. The course embodies research, discussions of the subject matter and procedures with a designated professor, and a documented paper covering the subject.

UNDERGRADUATE "G" COURSES

At most two of the following courses may be taken for graduate credit if cleared by the Graduate Program Coordinator.

AC 440G ACCOUNTING THEORY (3-0-3)(F/S). This course covers measurement theory and its implications for asset valuation and income determination. Specialized study of revenue recognition, accounting for changing prices, and basic financial analysis. Emphasizes development of analytical and written communication skills. Computer applications are also used throughout the course. PREREQ: Upper Division Business standing and AC 306.

EC 421G QUANTITATIVE METHODS IN ECONOMICS (3-0-3) (F). The first of a two-semester sequence in quantitative economic analysis, this course emphasizes the application of mathematics to the construction of economic models. Topics will include equilibrium analysis, input-output analysis, comparative static analysis, optimization techniques, and dynamic analysis. The methodological issues surrounding the use of quantitative techniques in economics are also strongly emphasized. May be taken for graduate credit. PREREQ: M 106 or equivalent and PR 207.

EC 422G ECONOMETRICS (3-0-3)(S). The second of a two semester sequence in quantitative economic analysis. This course emphasizes the application of statistics to the construction, estimation and evaluation of econometric models. Other related topics will include: history and methodology of econometrics, forecasting, computer applications, and the use of econometrics in business and government. May be taken for graduate credit. PREREQ: M 106 or equivalent, PR 207, and EC 421.

EC 440G HEALTH ECONOMICS (3-0-3)(S). This course examines the economic issues associated with those individual and social decisions that influence the health of particular groups. The course also examines the production and delivery of health care and the economic and ethical aspects of health policy issues. Various economic approaches to the analysis of health policy are presented and evaluated. The focus of the course is the U.S. health care system. Comparisons will also be made to the health care systems of other nations. PREREQ: EC 205 and EC 206 and Upper Division Business standing; or Permission of Instructor.

EC 480G SEMINAR IN INTERNATIONAL ECONOMICS (3-0-3)(Once a year, either Fall or Spring) An in depth study of a particular subject of restricted scope in international economics. Students will survey the literature, discuss assigned topics, and prepare and present research papers. Consult current class schedule for specific selection offered. Seminar may be repeated. PREREQ: EC 205 and EC 206 and Upper Division Business standing; or Permission of Instructor.

FI 410G WORKING CAPITAL MANAGEMENT (3-0-3)(S). This course considers the short-term financial management of a firm. Financial analysis of past, present, and future operations is emphasized. Cash flow analysis, management of current accounts, and cost benefit analysis are stressed. Case discussions
provide a merging of theoretical concepts and practical application. PREREQ: Upper Division Business standing and FI 303.

**FI 411G CAPITAL BUDGETING AND PLANNING (3-0-3)(F).** Acquisition and allocation of long-term sources of funds are the subject of this course. Emphasis is placed on fund raising and the problems associated with measurement and structural influences on the firm’s cost of capital. Cash-flow analysis and alternative investment decision rules are examined. Cases are used for classroom discussion as a link between theory and practice. PREREQ: Upper Division Business standing, FI 303, and PR 208.

**FI 420G MANAGEMENT OF FINANCIAL INSTITUTIONS (3-0-3)(F).** The interaction between financial markets are examined, and their roles in the economy are discussed. Emphasis is placed on the changes taking place within the financial community and the effects on financial institutions in general and commercial banking in particular. PREREQ: Upper Division Business standing and FI 303.

**FI 421G DECISION PROCESSES IN BANKING (3-0-3)(S).** The topics included in this course are those which involve the specific decision-making areas faced by participants in the banking industry. These decision areas include the management of liquidity reserves and securities portfolios; consumer, business, and real estate loans; liability control; asset-liability management; trust banking; and international banking. PREREQ: Upper Division Business standing and FI 420.

**FI 450G INVESTMENT MANAGEMENT (3-0-3)(F).** Examines the U.S. Securities markets from both a theoretical and a practical viewpoint. Topics include: mechanics of direct investment, measurement and management of risk and return, the Efficient Market Hypothesis, Modern Portfolio Theory, the Capital Asset Pricing Model, and analysis of investment performance. Class format incorporates lecture and readings and may include guest lecturers. PREREQ: Upper Division Business standing and FI 420.

**FI 451G FRONTIERS IN FINANCIAL MARKETS (3-0-3)(S).** Focuses on both recent and past innovations in the securities markets. Futures contracts and options and the theory of hedging using both agricultural and financial futures contracts options writing and index options are stressed. A combination of theory and practice will be sought relying on lecture, text material, and journal and trade articles and may include guest speakers. PREREQ: Upper Division Business standing and FI 450.

**GB 441G GOVERNMENT AND BUSINESS (3-0-3)(S).** Intensive study of and student research into the scope of government control and regulation of business. Specific major statutes and their implementing rules and regulations are researched and analyzed as well as selected federal and state regulatory agencies. May be taken for graduate credit. PREREQ: Upper Division Business standing and GB 202.

**MK 415G MARKETING RESEARCH (3-0-3)(F/S).** Theory and use of research for marketing decisions. Provides experience in planning, designing, and implementing research activities. PREREQ: Upper Division Business standing, PR 208, and MK 301.

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**MASTER OF ARTS IN COMMUNICATION**

**Telephone (208) 385-3320**

An M.A. in Communication includes a common core of courses required of all graduate students in Communication. Beyond the graduate core, students design their program of study by selecting from courses offered as Selected Topics in Communication and from courses approved for graduate credit throughout the university. The M.A. experience culminates in successful completion and defense of a Project (CM 591) or Thesis (CM 593).

**ADMISSION REQUIREMENTS**

Admission will be granted to applicants who hold a Bachelor’s degree from an accredited undergraduate college or university, who are admitted to the Graduate College, and who fulfill the additional requirements below. Receiving a certificate of admission to graduate classes from the Graduate College in no way guarantees admission to candidacy to the M.A. in Communication.

To be considered for admission to candidacy for the M.A. in Communication, an applicant must:

1. Be admitted to the Graduate College at Boise State University.
2. Have a 3.0 GPA during the last sixty hours of undergraduate coursework.
3. Have completed an undergraduate social sciences research methods and a communication theory and theorizing course.
4. Complete a Communication Department Application Form, including:
   A. An essay explaining his or her academic goals and how those goals match the M.A. program at Boise State.
   B. Indicate the name and semester of the undergraduate social science research methods course.
   C. Indicate the name and semester of the undergraduate theory and theorizing course.
5. Submit a paper demonstrating competence in scholarly writing.
6. Supply two academic letters of reference, along with the names, titles, addresses, and phone numbers of the references.

Completed applications should be received by April 1 for Fall enrollment and by October 15 for Spring enrollment.

Applications for Admission to the Graduate College are available from the Graduate Admissions Office. Admission to the Graduate College is no guarantee of admission to the M.A. in Communication. Request Department Application Packets from:

Graduate Admissions Committee  
Department of Communication  
Boise State University  
Boise, Idaho 83725
**Degree Requirements**

**Master of Arts in Communication**

Graduate Studies in Communication CM 500 ................. 3
Communication Theory & Research CM 501 .................. 3
Selected Topics in Communication CM 580-589 .............. 12
Electives .................................................................. 6
Graduate Seminar CM 598 ........................................ 1
Project CM 591 OR Thesis CM 593 ............................... 6
TOTAL ................................................................. 31

**Course Offerings**

**CM Communication**

CM 500 Graduate Studies in Communication (3-0-3). Studies the history of communication, the modes of inquiry into communication, the contemporary structure of the field, and expectations about scholarly activity within the discipline.

CM 501 Communication Theory and Research (3-0-3). Examines explanatory, interpretive and critical theories of scientific inquiry as they relate to the study of human communication. Examines the theory and methodology of qualitative and quantitative research into human communication. PREREQ: CM 500.

CM 517 Oral Communication for Technical Communicators (3-0-3) (F/S). An introduction to the theory and practice of the different types of oral communication practiced by technical communicators, including interviewing technical subject specialists and product users, group dynamics, gender issues, conflict management, and technical presentations, including the creation of presentation graphics. The course will be taught as a workshop. Students may not receive credit for both CM 517 and E 517. PREREQ: E 516 or PERM/INST.

CM 580-589 Selected Topics in Communication (Variable credit). Intensive study of selected topics in each area. Specific course content will vary from semester to semester. Consult current class schedule for specific topics to be offered each semester. Courses may be repeated for a total of six credits in each course.

CM 580 Selected Topics - Communication Theory and Philosophy

CM 581 Selected Topics - Communication Research Methodology

CM 582 Selected Topics - Communication Education

CM 583 Selected Topics - Communication Technology

CM 584 Selected Topics - Journalism and Mass Communication

CM 585 Selected Topics - Communication Law and Policy

CM 586 Selected Topics - Communication and Public Affairs

CM 587 Selected Topics - Organizational Communication

CM 588 Selected Topics - Interpersonal Communication

CM 589 Selected Topics - Communication History

CM 590 Practicum

CM 591 Project

CM 592 Colloquium

CM 593 Thesis

CM 594 Workshop

CM 595 Reading and Conference

CM 596 Directed Research

CM 597 Special Topics

Upon selection of an approved project or thesis, the student will prepare a documentary and an oral report of the topic, defending it before fellow graduate students and faculty.
DOCTOR OF EDUCATION IN CURRICULUM AND INSTRUCTION

Telephone (208) 385-1611

The doctoral program in curriculum and instruction offers participants an environment in which they can develop as thoughtful, reflective, and effective professionals in education. Although individuals can and do develop on their own, they grow best in a supportive collegial environment to which they can bring their personal vision, professional knowledge and skills, commitment to civic responsibility and moral sensibility, and plans for school renewal. Coursework and related experiences in curriculum and instruction, school renewal, research, field experiences, cognate studies, and the dissertation provide students with the basis for a more complete understanding of what schools are and can be, insights into the complexities of teaching and learning, and collaborative experiences in working toward measurable and positive effects upon educational programs and student learning. The purposes of this doctoral program are twofold: to provide outstanding educators an opportunity to develop professionally beyond the master’s degree; and to enable university scholars and local educators to utilize the doctoral program to actively support school renewal. The doctoral program requires intense and sustained involvement in coursework, field experiences, and research for a three year period. Students are required to be in full-time residency at the university for the summer and fall terms of the first year of the program.

APPLICATION PROCEDURES

The doctoral program involves a cohort of 12-14 doctoral students in a common set of courses and experiences. The selection of a new cohort begins with an announcement that the College is forming a cohort and a call for applications. Deadlines for applications are established at the time of the announcement. Applicants are asked to submit the following materials to the Graduate Admissions Office:

1. Application for admission to the Graduate College;
2. Official score reports for the verbal, analytical, and education scales of the Graduate Record Examination; and
3. Official transcripts for all graduate coursework.

Applicants should also submit the following materials to the College of Education Doctoral Policy Council:

1. A letter of application describing the applicant’s professional experiences and their relevance to doctoral study in education, outlining career goals and the related anticipated outcomes of the doctoral study in education, describing arrangements he or she has made to meet the residency requirements, and discussing the impact the applicant expects to have in educational renewal efforts;
2. A current resume;
3. A sample of recent scholarly and/or professional writing (for example, Master’s thesis or project, scholarly papers, project reports, publications, etc.); and
4. Three letters of reference attesting to the applicant’s commitment to doctoral study in education, professional effectiveness, potential for influencing education, scholarly abilities and dispositions, personal and professional integrity, and any other information that will help the Council make an informed decision.

The Doctoral Policy Council reviews the materials submitted and may schedule interviews with applicants. The Council selects a cohort of students who show great promise as educational leaders and who represent diversity.

For application materials and information about the application process, please call the Associate Dean, College of Education.

DEGREE REQUIREMENTS

The program has six components: Curriculum and Instruction, School Renewal, Research, Field Experiences, Cognate, and Dissertation. Specific courses in each component are listed below. Each doctoral student will develop a program plan in consultation with his/her advisor.

Curriculum and Instruction .............................................15
TE 660 Learning .........................................................3
TE 661 Teaching .........................................................3
TE 662 Curriculum ......................................................3
TE 663 Evaluation .......................................................3
Te 664 Seminar on Curriculum and Instruction ..................3

School Renewal ..........................................................9
TE 610 The American Culture and the Context of Schooling ....3
TE 611 School Culture and the Problems of Change ...............3
TE 612 Strategies for School Renewal ..................................3

Research .....................................................................12
TE 651 Intermediate Statistics in Educational Research .........3
TE 652 Quantitative Approaches to Research .........................3
TE 653 Qualitative Approaches to Research .........................3
TE 654 Dissertation Proposal Seminar ................................3

Field Experiences .........................................................6
TE 620 Field Experience: At-Risk Youth ............................2
TE 621 Field Experience: School Renewal ...........................2
TE 622 Practicum: School Renewal .....................................2

Cognate Area ................................................................12

Dissertation .................................................................12
TE 693 Dissertation .......................................................12

TOTAL 66
Sequence of the Program
During the first summer and fall students are required to be in residency at the university. The spring semester of the first year is an extended residency, where students may be back in their places of employment, but will continue to take classes as a group.

Summer: Year 1 (fulltime residency)
- TE 660 Learning ........................................ 3
- TE 610 The American Culture and the Context of Schooling ........................................ 3
- TE 653 Qualitative Approaches to Research ........................................ 3

Fall: Year 1 (fulltime residency)
- TE 661 Teaching ........................................ 3
- TE 662 Curriculum ........................................ 3
- TE 651 Intermediate Statistics in Educational Research ........................................ 3
- TE 652 Quantitative Approaches to Research ........................................ 3

Spring: Year 1
- TE 611 School Culture and the Problem of Change ........................................ 3
- TE 664 Seminar in Curriculum and Instruction ........................................ 3

Summer: Year 2
- TE 612 Strategies for School Renewal ........................................ 3
- TE 633 Evaluation ........................................ 3
- TE 620 Field Experience: At-Risk Youth ........................................ 4

Fall: Year 2
- TE 621 Field Experience: School Renewal ........................................ 4
- TE 654 Dissertation Proposal Seminar ........................................ 3

Cognate Coursework

Spring: Year 2
- TE 622 Practicum: School Renewal ........................................ 2
- Cognate Coursework
- TE 693 Dissertation ........................................ 12

Summer: Year 2
- Cognate Coursework
- TE 693 Dissertation ........................................ 12

Fall: Year 3
- TE 693 Dissertation ........................................

Spring: Year 3
- TE 693 Dissertation ........................................

COURSE OFFERINGS

TE 610 THE AMERICAN CULTURE AND THE CONTEXT OF SCHOOLING (3-0-3)(SU). Students will explore the roles of schools in American society, including cross-cultural analyses; identify political forces influencing school policy-making in local, state, national and international arenas; investigate the economics of school renewal proposals; and consider the historical contexts of contemporary renewal efforts. They will give particular attention to the effects on American culture and the schools of changing demographics, the challenges of an increasingly diverse society, and the impact of technology and the ongoing information revolution. PREREQ: Admission to the doctoral program.

TE 611 SCHOOL CULTURE AND THE PROBLEMS OF CHANGE (3-0-3) (S). Students will explore the cultures and organizational dynamics of schools, and obstacles to change in an increasingly diverse society. Case studies of change efforts in the past will be examined for their lessons for contemporary renewal efforts. Research and theory about systemic change in schools and other organizations will be explored as a basis for developing working theories and leadership skills necessary to guide school renewal efforts. PREREQ: TE 610.

TE 612 STRATEGIES FOR SCHOOL RENEWAL (3-0-3)(SU). Students will explore contemporary strategies being tried or proposed to bring about ongoing renewal in the schools. There will be an emphasis on participatory approaches to school change, collaboration and partnership building, the role of technology, attention to cultural diversity, and conflict resolution strategies. Students will work on projects through which they will transform their emerging theories of change into plans for making change happen in their schools. Special emphasis will be placed on preparation for school-based decision making. PREREQ: TE 611.

TE 620 FIELD EXPERIENCE: AT-RISK YOUTH (0-4-2)(F/S/SU). In this field experience students will gain experience with at-risk children and their families, and the community agencies that serve them. As part of the course students will conduct in-depth studies that include home visits, and work with specific agencies serving these students and their families. Through these activities students will gain an appreciation and better understanding of the societal and social pressures on children, families, schools, and the process of educational reward. PREREQ: TE 612 and TE 653.

TE 621 FIELD EXPERIENCE: SCHOOL RENEWAL (0-4-2)(F/S). In this internship students will gain experience with schools and other educational settings that are involved in exemplary educational renewal projects. They will participate in model school renewal projects and professional development activities, including the planning, implementation, and evaluation of such programs. PREREQ: TE 620.

TE 622 PRACTICUM: SCHOOL RENEWAL (0-4-2)(F/S). As the culminating experience in the Field Experiences component of the doctoral program, students will develop, implement and evaluate projects within educational settings that demonstrate leadership in educational renewal. Examples might include staff development, curriculum development, networking with school parents and other school patrons, or soliciting business and/or community support. PREREQ: TE 621.

TE 651 INTERMEDIATE STATISTICS IN EDUCATIONAL RESEARCH (3-0-3)(F). Students will study parametric and nonparametric statistical procedures commonly used in educational research, including analysis of variance, analysis of covariance, chi square, and multiple regression. Students will develop competence in data analysis and interpretation procedures via computer-based statistical packages, including SAS and SPSS. PREREQ: An introduction to statistics course or successful completion of the program's Statistical Competence Exam.

TE 652 QUANTITATIVE APPROACHES TO RESEARCH (3-0-3)(F). Students will examine procedures involved in the selection of appropriate research designs and data analysis techniques in quantitative research, and study related design and measurement issues. Students will integrate the use of technologies in the process of quantitative research. PREREQ: TE 651.
TE 653 QUALITATIVE APPROACHES TO RESEARCH (3-0-3)(SU). Students will examine the uses and values of qualitative methods in educational research and analyze various approaches to qualitative research, including case studies, biographical, phenomenological, ethnographic, interactional, and critical analyses. They will evaluate ways of gathering and analyzing data, and will apply their knowledge in a research study that investigates some facet of the teaching-learning process. PREREQ: Admission to the doctoral program.

TE 654 DISSERTATION PROPOSAL SEMINAR (0-3-3)(F). Students will develop a preliminary research proposal in anticipation of the subsequent dissertation. As part of the course, students will present their proposals and participate in the analysis and critique of the proposals of others. PREREQ: Admission to Candidacy.

TE 660 LEARNING (3-0-3)(SU). Students will examine historic and contemporary explanations of human learning, with special emphasis on scholarly investigations of student learning in school environments, evaluation of that learning, and the role of educational technology. As part of the course students will devote particular attention to learning in culturally diverse student populations. PREREQ: Admission to the doctoral program.

TE 661 TEACHING (3-0-3)(F). Students will examine the foundations upon which historic and contemporary approaches to teaching have been constructed, including philosophic, developmental and scientific perspectives. As part of the course students will investigate teaching issues evolving from the increasingly culturally diverse student population in the contemporary American school and the impact of technology on instruction. PREREQ: Admission to the doctoral program.

TE 662 CURRICULUM (3-0-3)(F). Students will focus on major theories, research bases, and significant societal factors in school curricula. The course will include historical and philosophical foundations of curricular development; analysis of factors and issues influencing curricular determinations, including cultural influences and technological contributions; and consideration of likely future curricular evolution. PREREQ: Admission to the doctoral program.

TE 663 EVALUATION (3-0-3)(SU). Students will examine questions evolving from making judgments about such educational issues as school effectiveness, individual performances, and other educational endeavors. They will explore ethical issues in assessment and evaluation, and analyze social, cultural, and political influences affecting assessment and evaluation procedures. PREREQ: TE 651 and TE 652.

TE 664 SEMINAR IN CURRICULUM AND INSTRUCTION (0-3-3)(S). In this integrative culminating course in the curriculum and instruction component, students will synthesize what they have learned in the courses in teaching, learning, curriculum, and evaluation. As part of the course students will examine educational issues relevant to their respective professional careers. PREREQ: TE 660, TE 661, TE 662 and TE 663.

TE 693 DISSERTATION (0-12)(F/S/SU). Students will complete an independent and original research project on an important educational issue; collect and interpret the findings in a cogent, professional and scholarly-written document; successfully defend the project to the dissertation committee; and disseminate those findings in a professionally appropriate manner. PREREQ: TE 685
Six semester hours of credit may be selected from any area of the University's course offerings that will enable the candidate to strengthen a competency identified in his or her program. The candidate, in cooperation with the advisor, will choose courses which will meet the individual's program objectives.

Those students selecting one of the following areas of emphasis will follow the procedures set forth by the respective department: Art, Earth Science (Department of Geosciences), and Mathematics.

Graduate Core: The Graduate Core provides a set of integrated experiences designed to focus participants' attention on critical issues in education, to foster serious reflection through extensive reading, writing, and conversation about those issues, and to promote collaboration with colleagues who have diverse experiences and varied areas of expertise. Graduate Core is offered only in the summer session and requires five weeks of full-time graduate study. The Graduate Core is required of all candidates for a Master of Arts or Science in Education, except those seeking the Educational Technology emphasis.

TE 570 Graduate Core-Issues in Education .................. 3
TE 563 Conflicting Values in Education .................. 1
Elective Courses (Select two from the following) ........ 2
   TE 561 Law for the Classroom Teacher .................. 1
   TE 562 School Organization and Finance .................. 1
   TE 564 Instructional Techniques (Secondary School) .... 1
   TE 565 Interpreting Educational Research .................. 1
   TE 566 Learning Theory and Classroom Instruction .... 1
   TE 568 Techniques of Classroom Management ............. 1
   TE 569 Testing and Grading ................................ 1
   TE 573 Instructional Techniques (Elem School) ........... 1
   TE 578 Parents in the Educational Process ............. 1
   TE 597 Special Topics ................................ 1
TOTAL 6

Students should apply for Admission to Candidacy after completion of 12 credits in the program. Completed forms are submitted to the Associate Dean and the Dean of the Graduate College.

OPTION REQUIREMENTS

The Education Graduate Program provides two options for those selecting one of the following emphases: Curriculum and Instruction, Early Childhood, Reading, or Special Education: Option I Thesis/Project and Option II Written Comprehensive Examination.

OPTION I
(Thesis/Project)
Graduate Core ............................................. 6
TE 551 Fundamentals of Education Research .................. 3
TE 591 or TE 593 Thesis or Project .......................... 6
Approved electives and specific requirements .............. 18
TOTAL 33

A Thesis/Project, as mutually agreed upon by the candidate and the committee, is required. Selection of a thesis implies a research emphasis with a thesis format. Selection of a project implies a project related to instruction, curriculum, or some other aspect of an educational program.

OPTION II
(Comprehensive Examination)
Graduate Core ............................................. 6
TE 559 Philosophy of Education .......................... 3
or
TE 551 Fundamentals of Educational Research
NOTE: Students selecting Option II are required to take a research class, which may be TE 565 Interpreting Educational Research (1 credit) as part of core, or TE 551 Fundamentals of Educational Research (3 credits).
Approved electives and specific requirements ........... 24
TOTAL 33

A Comprehensive Written Examination is required at the end of the course work. This examination is to be tailored by each candidate's committee specifically for that candidate following guidelines established by the department. After the candidate has written an acceptable examination, the committee will meet with the candidate to review the examination prior to final approval or rejection.

MASTER OF ARTS IN EDUCATION, CURRICULUM AND INSTRUCTION

1. Graduate Core ............................................. 6
2. TE 581 Curriculum Planning and Implementation .......... 3
3. TE 582 Instructional Theory ................................ 3
4. Content area courses ................................... 9
5. Elective options (choose A or B below)
   A. Thesis-Project
      Fund of Educational Research TE 551 .................. 3
      Thesis TE 593 or Project TE 591 .................. 6
      Approved electives .................................. 3
   OR
   B. Comprehensive Written Examination
      TE 559 Philosophy of Education .......................... 3
      TE 551 Fundamentals of Ed. Research
      NOTE: Students electing Option II must take a research class, which may be TE 565 Interpreting Educational Research (1 credit) as part of core or TE 551 Fundamentals of Educational Research (3 credits).
      Approved electives .................................. 9
      TOTAL 33

MASTER OF ARTS IN EDUCATION, EARLY CHILDHOOD

1. Graduate Core ............................................. 6
2. TE 543 Early Childhood: Readings ....................... 3
3. Two of the following three courses:  
   TE 544 Early Childhood: Adv Child Develop ..... 3  
   TE 546 Early Childhood: Environments & Progs 3  
   TE 547 Early Childhood: Language Acq & Dev ..... 3  
4. TE 590 Practicum: Early Childhood 2-4  
5. Option electives (choose A or B below)  
   A. Thesis/Project  
      TE 551 Fundamentals of Ed. Research ..... 3  
      TE 591 Project or TE 593 Thesis ..... 6  
      Approved electives ..... 5-7  
   OR  
   B. Comprehensive Written Examination  
      TE 559 Philosophy of Education  
      or  
      TE 551 Fundamentals of Ed. Research  
      NOTE: Students electing Option II must take a research  
      class, which may be TE 565 Interpreting Educational  
      Research (1 credit) as part of core or TE 551 Fundamentals  
      of Educational Research (3 credits).  
      Approved electives ..... 11-13  
   TOTAL 33  

MASTER OF ARTS IN EDUCATION,  
READING  
For Those Primarily Responsible for Elementary School  
Instruction  
1. Graduate Core 6  
2. TE 501 Foundations of Reading Instruction 3  
3. TE 502 Diagnosis & Correction of Read Prob 3  
4. TE 504 Seminar in Reading Education 3  
5. Option electives (choose A or B below)  
   A. Thesis/Project  
      TE 551 Fundamentals of Ed. Research ..... 3  
      TE 591 or 593 Thesis or Project  
      Approved electives ..... 6  
      Approved electives 6  
   OR  
   B. Comprehensive Written Examination  
      TE 559 Philosophy of Education  
      or  
      TE 551 Fundamentals of Ed. Research  
      NOTE: Students should choose TE 407G Reading in the  
      Content Subjects if they have not had a similar 3 credit  
      course.  
      Approved electives 6  
   TOTAL 33  

NOTE: Completion of the required courses in the Master of Arts in  
Education, Reading emphasis may not qualify the candidate for a  
reading endorsement for state certification. With the assistance of his  
or her advisor, the candidate can select appropriate electives to meet  
certification requirements. 

MASTER OF ARTS IN EDUCATION,  
SPECIAL EDUCATION  
For students interested in an Emphasis in Educationally  
Handicapped and/or Severe Retardation  
Educationally Handicapped:  
1. Graduate Core 6  
2. TE 514 Counseling/Consulting Skills for Educators 3  
3. TE 515 Adv Theory of Inst Design in Spec Educ 3  
4. TE 523 Emotionally Disturbed Child in the Classroom 3  
5. TE 590 Practicum: Special Education 3  
6. TE 534 Issues and Trends in Special Educ 3  
7. Option electives (choose A or B below)  
   A. Thesis/Project  
      TE 551 Fundamentals of Educ. Research  
      TE 591 Project or TE 593 Thesis  
      Approved electives 3  
      Approved electives 6  
   OR  
   B. Comprehensive Written Examination  
      TE 559 Philosophy of Education  
      or  
      TE 551 Fundamentals of Ed. Research  
      NOTE: Students electing Option II must take a research  
      class, which may be TE 565 Interpreting Educational  
      Research (1 credit) as part of core or TE 551 Fundamentals  
      of Educational Research (3 credits).  
      Approved electives 3  
   TOTAL 33  

NOTE: Completion of the required courses in the Master of Arts in  
Education, Reading emphasis may not qualify the candidate for a  
reading endorsement for state certification. With the assistance of his  
or her advisor, the candidate can select appropriate electives to meet  
certification requirements.
### Severe Retardation:

1. Graduate Core ............................................. 6
2. TE 514 Counseling/Consulting Skills for Educators .... 3
3. TE 517 Seminar on the Severely Handicapped Learner .. 3
4. TE 523 Emotionally Disturbed Child in the Classroom .. 3
5. TE 590 Practicum: Special Education .................. 3
6. TE 534 Issues and Trends in Special Ed ................. 3
7. Option electives (choose A or B below):
   A. Thesis/Project option:
   - TE 591 Project or TE 593 Thesis ............... 6
   - Approved electives .................................. 3
   OR
   B. Comprehensive Written Examination
   - TE 559 Philosophy of Education ............... 3
   - TE 551 Fundamentals of Ed. Research ......... 3
   NOTE: Students electing Option II must take a research class, which may be TE 565 Interpreting Educational Research (1 credit) as part of core or TE 551 Fundamentals of Educational Research (3 credits).
   - Approved electives .................................. 9
   Suggested Electives:
   - TE 423G Teaching the Severely Handicapped ... 3
   - TE 450G Behavior Intervention Techniques ..... 3
   - TE 546 Diagnosis & Eval in Early Child Ed .... 3
   - TE 547 Lang Acq & Develop in Early Child Ed .. 3
   - TE 590 Practicum: Special Education ......... 3
   - Advanced sign language class ................. 3
   TOTAL .................................................. 33

### Electives:

Students are to take at least 6 credits of elective course work, with at least 3 credits recommended outside of the College of Education.

Suggestions:
- Organizational Theory & Behavior MG 528 ............ 3
- Accounting for Managers AC 511 ..................... 3
- Communication Tech for Managers AS 512 .......... 3
- Public Policy Processes PA 501 ...................... 3
- Conflict & Change in Socio-Cult Systems SO 510 ..... 3
- Curr Plan & Implem TE 581 ............................ 3
- Artificial Intelligence Appl IP 539 ................. 3

### Second Master's Degree

A student who has earned a master's degree in Education from Boise State University may earn a second degree in another area of emphasis.

Guidelines for the award of a second master's degree:
1. A candidate must meet all program requirements prescribed by the second master's curriculum.
2. Program requirements for the second degree that have already been met in the program for the first degree awarded may be counted toward the second degree at the discretion of the student's graduate committee.
3. A minimum of 21 credits of new course work is required for the second degree.
4. The seven-year time limit applies to all courses to be counted toward the second degree.

NOTE: There is no designated area of emphasis in Bilingual Education. The number of credit hours completed in the Bilingual content area will be indicated on the student's transcript.

### Planned Fifth Year

Purpose: Continuing education is a vital element in maintaining professional competence among teachers. Yet not all teachers desire the structure and demands imposed by a master’s program. The purpose of the Planned Fifth Year is to enable and encourage teachers to further their professional growth and meet career goals through a planned and intellectually rigorous program of study. The goals of the program are largely determined by the candidate. The candidate may choose 1) to broaden or deepen knowledge and skills related to current teaching assignment or 2) to seek additional endorsement or advanced certification.
Admission Requirements
1. Hold a teaching certificate.
2. Meet the admission standards of graduate study: 2.75 overall G.P.A. or 3.00 in the last two years of study.

Program Requirements
All students will complete thirty (30) credits including:
1. TE 582 Instructional Theory ........................................... 3
2. Graduate Core OR TWO of the following courses ........6
   TE 551 Fundamentals of Educational Research ..........3
   TE 559 Philosophy of Education ................................. 3
   TE 581 Curriculum Planning and Implementation ..3
3. A minimum of 9 credits of content courses ................. 9
4. Electives ..................................................................... 12
TOTAL 30

A. A minimum of 20 credits must be earned after admission.
B. Transfer credits are limited to nine (9).
C. A maximum of 10 credits may be undergraduate work.
D. A maximum of 10 credits may be pass/fail.
E. A maximum of 6 credits of 'C' grades will be accepted.
F. Overall G.P.A. for the program must be 3.00.
G. The program must be planned with an advisor and must be completed within seven years of the first credits applied to the program.

This is not a degree or certification program. If, as a result of course work taken in the program, the candidate becomes eligible for a different certificate or endorsement, it is the candidate's responsibility to make application to the State Department of Education.

TEACHER CERTIFICATION
Students admitted to graduate programs in the College of Education who are also seeking certification as a teacher must be admitted to the Teacher Education program in the Department of Educational Foundations, Technology, and Secondary Education or the Department of Elementary Education and Specialized Studies. See undergraduate catalog for more information.

COURSE OFFERINGS
TE TEACHER EDUCATION
TE 450G BEHAVIOR INTERVENTION TECHNIQUES (3-0-3) (F). This course provides an introduction to the theoretical principles of behavior and the development of practical applied behavior analysis procedures with children from the preschool years through adolescence. As part of the course students will develop, implement and evaluate a field-based applied behavior analysis project. PREREQ: Admission to Teacher Education.
TE 463G INFANT EDUCATION (3-0-3)(SU). The physical, social, emotional and intellectual development of the infant-age birth to three- will be examined in relation to kinds of environment and learning experiences that will stimulate and ensure optimum development. PREREQ: Admission to Teacher Education.
TE 501 FOUNDATIONS OF READING INSTRUCTION (3-0-3) (F/S/SU). Students in this class study the theoretical constructs of reading, the psychological and pedagogical foundations of reading instruction, and learn to create and improve reading education programs in elementary and secondary classrooms.
TE 502 DIAGNOSIS AND CORRECTION OF READING PROBLEMS (3-0-3)(S/SU). Diagnosis and standardized testing procedures and corrective techniques will be learned, practiced, and then applied to a child in the Reading Education Center. All techniques are those a classroom teacher would utilize. A case report will culminate the course. PREREQ: TE 501 or PERM/INST.
TE 503 CLINIC FOR READING SPECIALISTS (3-0-3)(S). This course emphasizes more intricate diagnostic techniques and remediation procedures. Alternative testing methods will be presented. Each participant works with a child under supervision in the Reading Education Center and prepares a case report. PREREQ: TE 502 or PERM/INST.
TE 504 SEMINAR IN READING EDUCATION (3-0-3)(S/SU). This course covers three areas of reading education: involvement in a professional reading association, leadership in reading education, and current issues in reading education. PREREQ: PERM/INST.
TE 505 INDIVIDUAL TESTS & MEASUREMENTS (3-0-3)(S). An intense investigation is pursued in the area of measurement theory followed by practical applications in individual testing and student diagnosis.
TE 508 DIAGNOSIS AND CORRECTION OF READING PROBLEMS-SECONDARY (3-0-3)(S/SU). This course is designed for the teacher of the required high school reading course and any other high school course dealing with students with reading problems.
TE 510 ADVANCED PRACTICES AND PRINCIPLES IN TEACHING SOCIAL SCIENCE (3-0-3)(F). 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 SCHOOL MATHEMATICS (3-0-3)(S). Emphasis on creative methods and strategies for teaching elementary school mathematics. Also includes a review of current research, curriculum trends and exploration of experimentation with unique materials for teaching mathematics.
TE 512 ADVANCED PRINCIPLES AND PRACTICES IN TEACHING LANGUAGE ARTS AND LINGUISTICS (3-0-3)(F). Emphasis will be given to the role of language arts and
linguistics in the school curriculum, stressing modern approaches to language development, semantics, phonetics, phonics, and orthography.

**TE 513 ADVANCED PRACTICES AND PRINCIPLES IN TEACHING ELEMENTARY SCIENCE (3-0-3)(F).** Current practices and principles in modern elementary science concepts are developed. Emphasis is placed on the selection and organization of content and experimental activities.

**TE 514 COUNSELING/CONSULTING SKILLS FOR EDUCATORS (3-1-3)(F).** This course will cover the development of counseling and consulting skills for educators to work with parents and other professionals. Instruction will focus on developing skills to work with students who experience various social and emotional concerns relating to learning. Major areas to be addressed will include theories and approaches to counseling and consulting, communication skills, intervention programs. PREREQ: GRAD or PERM/INST.

**TE 515 ADVANCED THEORY OF INSTRUCTIONAL DESIGN FOR SPECIAL EDUCATORS (3-0-3)(F).** The course is designed to teach students advanced design components to effectively instruct special education children and adults. The course will include the theoretical and programmatic considerations of instructional design. The course may be useful to regular classroom teachers who wish to gain some knowledge in dealing with special students. PREREQ: TE 431 or PERM/INST.

**TE 516 TEACHING GIFTED AND TALENTED STUDENTS (3-0-3)(S).** Teachers and others working with the instructional needs of gifted and talented students will develop skills in the techniques of meeting the educational goals of these exceptional individuals. Methods and materials for this approach will be evaluated as to application and assessment.

**TE 517 SEMINAR ON THE SEVERELY HANDICAPPED LEARNER (3-0-3)(S odd years).** This graduate level course is designed to facilitate student knowledge and skills in relation to teaching the severely handicapped learner. Emphasis is placed on research-based, instructional techniques and current professional issues in the field. PREREQ: TE 423 or PERM/INST.

**TE 518 TECHNIQUES FOR CREATIVE WRITING IN ELEMENTARY SCHOOLS (3-0-3)(S).** Methods and techniques for encouraging creative writing in the elementary school.

**TE 519 ADVANCED STUDY OF CHILDREN'S LITERATURE (3-0-3)(F).** The course provides an in-depth literary analysis of children's literature from preschool to early adolescence, including multicultural literature. The course promotes development of children's literature activities for classroom, libraries, and other settings. Odd years.

**TE 522 INDIVIDUALIZATION OF READING INSTRUCTION (3-0-3)(S)(SU).** Emphasis upon the individualized approach to reading instruction is developed. Techniques of conferencing book selection, skill development and independent language arts activities are explored.

**TE 523 THE EMOTIONALLY DISTURBED CHILD IN THE CLASSROOM (3-0-3) (F/SU).** This course is designed to assist school personnel in understanding the educational and psychological needs of students with severe behavior problems. PREREQ: PERM/INST.

**TE 525 ADVANCED EDUCATIONAL PSYCHOLOGY (3-0-3).** A study of contemporary issues involving both theoretical and methodological considerations in the history and systems of educational psychology. Special emphasis will be given to group behavior in terms of principles relevant to educational objectives. PREREQ: P 101 and TE 225. Offered on demand.

**TE 531 EDUCATION FOR THE CULTURALLY DIFFERENT LEARNER (3-0-3)(S).** A study of the development of children and adolescents in different cultures in comparative relationship to existing values. The lifestyle of various minority groups and implications for education will be examined. Major topics include culturally different learner; (1) learning styles, (2) media, (3) process of change. Idaho minority groups will be emphasized.

**TE 534 ISSUES & TRENDS IN SPECIAL EDUCATION (3-0-3) (S even years).** This course will investigate the current issues and trends in the field of special education. It will be organized around six topical areas: 1) identification, 2) assessment, 3) eligibility, 4) service delivery, 5) intervention approaches, and 6) instructional strategies. Discussion will be library research based and will focus on all areas of exceptionality in both elementary and secondary school settings. PREREQ: GRAD or PERM/INST.

**TE 538 INSTRUCTIONAL COURSEWARE DESIGN (3-0-3)(S).** Students will design instruction with the assistance of a microcomputer and link the instruction with video technology. Students will investigate several authoring languages to facilitate the development and delivery of instruction. PREREQ: IP 537.

**TE 541 EDUCATION IN EMERGING NATIONS (3-0-3)(F).** The course provides an analysis of the relationship between national goals and the educational system in the twentieth century. Contemporary systems will be studied in light of three major factors: (1) religious factors; (2) natural factors such as race, language and environment; (3) secular factors such as Humanism, Socialism and Nationalism.

**TE 543 EARLY CHILDHOOD: READINGS (3-0-3)(S).** Past and current research in early childhood education will be reviewed and synthesized in a seminar format. Students will determine a specific research area to study in depth.

**TE 544 EARLY CHILDHOOD: ADVANCED CHILD DEVELOPMENT (3-0-3)(F).** The student will examine in depth the physical, social-emotional, cognitive-language, and creative development of children, birth to age eight.

**TE 546 EARLY CHILDHOOD: ENVIRONMENTS AND PROGRAMS (3-0-3)(S).** The student will examine critical elements in the development and administration of effective early childhood programs including evaluating children, setting up the environment, developing and implementing curriculum, and teaching methods.

**TE 547 EARLY CHILDHOOD: LANGUAGE ACQUISITION AND DEVELOPMENT (3-0-3)(F).** The student will examine various theories and stages of language development, and will study approaches to facilitate language development in children of English and non-English speaking backgrounds.

**TE 549 COUNSELING TECHNIQUES FOR CHEMICAL DEPENDENCY (3-0-3)(F/S).** A study of counseling techniques and practices used in dealing with people of all ages who are chemically dependent. Special attention will be paid to the impact of chemical dependency in family members and counseling strategies for adolescents. This course may be taken for either H or TE but not both.

**TE 551 FUNDAMENTALS OF EDUCATIONAL RESEARCH (3-0-3)(F/S)(SU).** This course will introduce students to the elements of experimental and non-experimental research designs. Instruction in using research resources and interpreting statistics will be given and students will analyze current research related to
education. Students will learn how to develop a research proposal and will write a scholarly research paper.

**TE 555 SUPERVISION OF INSTRUCTIONAL PERSONNEL** (3-0-3)(S). A course designed to improve the supervision skills of elementary/secondary cooperating teachers and other supervisory personnel. Emphasis will be placed on a variety of observation and evaluation strategies designed to improve instruction.

**TE 559 PHILOSOPHY OF EDUCATION** (3-0-3)(S,SU). Students will analyze and evaluate past and contemporary philosophies and the values derived from them as they apply to education. A formal paper will be required.

**TE 561 SCHOOL LAW FOR THE CLASSROOM TEACHER** (1-0-1)(SU). This course will provide school personnel with an overview of school law designed to help them become more aware of student and teacher rights and how those rights can be legally asserted. The emphasis will be on "preventive" law, thus avoiding litigation.

**TE 562 SCHOOL ORGANIZATION AND FINANCE** (1-0-1) (SU). This course will provide a brief overview of the federal, state and local organizational structures of schooling in America with particular attention given to funding and sources of authority. Issues of policy making as they affect teachers will be examined.

**TE 563 CONFLICTING VALUES INFLUENCING EDUCATION** (1-0-1)(SU). Students will explore ideological positions which have affected educational programs and policies. They will be asked to carefully consider their own values and analyze how these positions affect their modes of classroom operation. PREREQ: Graduate status. COREQ: TE 570.

**TE 564 INSTRUCTIONAL TECHNIQUES-SECONDARY SCHOOLS** (1-0-1)(SU). In this course, students will investigate instructional techniques which have sound bases in research and theory and which promote development of thinking skills in students.

**TE 565 INTERPRETING EDUCATIONAL RESEARCH** (1-0-1)(SU). This course will prepare students to read, understand, and critically analyze educational research in their own fields. It includes basic research terminology, strengths and weaknesses in research design, and interpretation of research results. COREQ: TE 570.

**TE 566 LEARNING THEORY AND CLASSROOM INSTRUCTION** (1-0-1)(SU). Students will investigate major contemporary learning theories and their implications for instruction and curriculum development.

**TE 568 TECHNIQUES OF CLASSROOM MANAGEMENT** (1-0-1)(SU). This course will explore approaches to effectively working with students in elementary and secondary classrooms. Skill development and theoretical considerations related to developing healthy and productive learning environments will be emphasized.

**TE 569 TESTING AND GRADING** (1-0-1)(SU). This course will include an introduction to the theories and fallacies of testing and grading. Problems and methods of constructing teacher-made tests will be included, with practice in designing better tests and systems of grading. COREQ: TE 570.

**TE 570 GRADUATE CORE ISSUES IN EDUCATION** (3-0-3) (SU). This course is part of the graduate education core. The content of this course varies, depending upon the current educational issues, but does always include readings, large group presentations, and small group discussions over philosophical, psychological, and sociological aspects of education.

**TE 573 INSTRUCTIONAL TECHNIQUES-ELEMENTARY SCHOOL** (1-0-1)(SU). In this course, students will investigate instructional techniques which have sound bases in research and theory and which promote the development of thinking skills in elementary students.

**TE 574 FUNDAMENTALS OF BILINGUAL EDUCATION/ESL** (3-0-3) (DEMAND). This course is designed to give experienced teachers study of Bilingual Education and English as a Second Language. Students study the historical and cultural foundations, the current legal issues, psycholinguistic research, issues in language assessment, and biocognitive processes. Also presented are the prevalent methodologies and approaches used throughout the country. Offered on demand.

**TE 576 PARENTS IN THE EDUCATIONAL PROCESS** (1-0-1) (SU). This course will give students a broad understanding of the role of parents in education and the role of the teacher in initiating and/or implementing parental involvement. Particular attention will be given to ways of involving parents who typically do not participate in the educational process.

**TE 578 PRACTICUM** (Variable). TE 591 PROJECT (0-V-6). TE 593 THESIS (0-V-6).

**Master of Arts in Education, Art**  
Telephone (208) 385-3873 or 385-3097

1. The Master’s degree in Education, Art emphasis, is designed to meet the needs of art specialists.
2. The following will be submitted to the Art Department Admissions Committee:  
   A. The names and addresses of three art educators or professional persons who are acquainted with the student’s academic qualifications to pursue graduate study.  
   B. A minimum of twenty (20) slides or portfolio of recent art work.  
   C. A statement of the student’s professional objectives and philosophy of art education and how these will be furthered by graduate study.
3. Program areas of study are as follows:  
   A. Required Courses:  
      Art Appreciation in the Educational Program  
      AR 501 ..................................................3  
      Special Methods: Curr & Develop in Art Educ  
      AR 551 ..................................................3
Project AR 591 .................................................. 6
or
Thesis (or additional hours) AR 593 .................................. 6
Education Core courses .............................................. 6

B. Studio or Content: Six (6) credits in the studio.
Studio concentration and emphasis will be
determined by the student and his/her committee.

C. Electives: The remainder of the students' work may
be elected in relation to background, interests, and
professional objectives in consultation with his/her
major advisor and committee.

COURSE OFFERINGS

AR ART

AR 501 ART APPRECIATION IN THE EDUCATIONAL
PROGRAM (3-0-3) (F). Emphasis will be placed on
understanding the motivations behind interpretation of ideas and
symbols. Also emphasized will be communication of this
understanding to the various age groups represented on the
secondary school level. PREREQ: Graduate status or
PERM/INST.

AR 521 TEACHING THROUGH EXPERIMENTAL ART
MEDIA (0-6-2)(SU). (Previously approved for Elementary
Master's Degree). Varied and unusual experimental art media to
be used in conjunction with individual teaching techniques.
Students will have the opportunity to solve procedural problems
and adapt art media to teaching experiences. Some outside
reading will be required, as well as written paper. PREREQ:
Graduate standing. Summers only by request.

AR 522 TEACHING THROUGH EXPERIMENTAL ART
MEDIA (0-6-3)(SU). Varied and unusual experimental art media to
be used in conjunction with individual teaching techniques.
Students will have the opportunity to solve procedural problems
and adapt art media to teaching experiences. Some outside
reading will be required, as well as written paper. PREREQ:
Graduate standing. Summers only by request. Alternate years.

AR 551 SPECIAL METHODS: CURRICULUM DEVELOP-
MENT IN ART EDUCATION (3-0-3)(F). Designed for the
secondary school art teacher, this course will be geared to creative
curriculum planning. It will be held in a workshop seminar
format to facilitate student interaction and the opportunity to
explore and develop new ideas. PREREQ: Graduate status
and PERM/INST.

AR 580-589 SERIES SELECTED TOPICS (3-0-3). An opportunity
for the student to work independently with a particular teacher in
a specific area or media. A total of nine credits allowable which
can be divided into several areas or concentrated, distribution de-
termined by the graduate student and committee.

AR 591 PROJECT (6 credits).
1. A scholarly paper embodying results of original research which
   are used to substantiate a specific view.
2. Art show with a full faculty review.
3. A submitted portfolio of work with a full faculty review.
   PREREQ: Graduate status.

AR 593 THESIS (V-V-6). The thesis, or culminating project, may
be defined, but is not limited to a combination of any two of the
following:
1. A scholarly paper embodying results of original research which
   are used to substantiate a specific view.
2. Three written reports directed toward the student's particular
   area of study.
3. A curricular proposal in written form which could be
   considered for implementation in the schools.
   PREREQ: Graduate status.

AR 598 SEMINAR IN ART (3-0-3)(S). (Previously approved for
Elementary Master's Degree). Upon selection of an approved
topic, the student will research it thoroughly, present an
annotated bibliography, and present an oral report of the report of
the topic, utilizing visual material in his presentation. The student
will then present a research paper concerning his topic. PREREQ:
Graduate standing.

MASTER OF SCIENCE IN EDUCATION,
EARTH SCIENCE

Telephone (208) 385-3651

The curriculum for the Master of Science in Education, Earth Science emphasis, stresses current developments in
the earth science disciplines. In addition to subject matter
knowledge, emphasis is placed on the varied methods that
can be used for teaching earth science. Because of the
varied backgrounds of candidates, the course offerings are
designed to allow flexibility in planning individual
programs. A preliminary examination, oral or written, will
be administered to each candidate.

Required courses include the Graduate Core and a thesis or
project as determined by the committee. All other courses
to be taken in the degree program are planned by the
student and the graduate committee. A final
comprehensive oral and/or written examination over
coursework and the thesis or project is required.

COURSE OFFERINGS

GO GEOLOGY

GO 403G ENGINEERING GEOLOGY (2-3-3)(S) (Field trip
required). Introduction to soil and rock mechanics. Slope stability
analysis. Surface and subsurface exploration of sites. Geological
and geophysical considerations for construction projects. Current
applications of geology to engineering projects. Alternate years.
PREREQ: GO 280, PH 102 or PH 211, GO 323 or PERM/INST.

GO 412G HYDROGEOLOGY (3-0-3)(S) (Field trip required).
The study of subsurface water and its relationship to surface
water, the hydrologic cycle and the physical properties of aquifer
systems. Flow nets and flow through porous and fractured media.
Methods of determination of aquifer characteristics and performance, and groundwater modeling. PREREQ: GO 310, 314.

GO 431G PETROLEUM GEOLOGY (2-3-3)(F)(Field trips) (Alternate years). A study of the nature and origin of petroleum, the geologic conditions that determine its migration, accumulation and distribution, and methods and techniques for prospecting and developing petroleum fields. PREREQ: GO 311, GO 314.

GO 450G GEOLOGY OF NATIONAL PARKS (3-0-3)(S). A systematic study of geologic materials, structures, processes and landforms in the National Parks. The course is structured by geological regions and emphasizes geological knowledge as a key to greater appreciation and understanding of these scenic areas. PREREQ: GO 103 (Offered odd years.)

GO 460G VOLCANOLOGY (2-0-2)(F)(Field trip)(odd years). A study of volcanic processes and the deposits of volcanic eruptions. An in-depth review of the generation, rise and eruption of magmas and of the types of vent structures produced. Field and petrographic characteristics of various types of volcanic deposits as well as their volcano-tectonic relationships will be emphasized. An independent project pertaining to volcanoes or volcanic rocks will be required of all students taking the course for graduate credit. PREREQ: GO 323.

GO 471G REGIONAL FIELD STUDY (1, 2, or 3 CR)(F/S/SU). Field trips and field exercises to study geology of selected localities in North America. Review of pertinent literature and maps, recording of geologic observations and the preparation of a comprehensive report on the geology of the areas visited. PREREQ: GO 103 or PERM/INST.

GO 502 GREAT MYSTERIES OF THE EARTH (3-0-3)(F). The earth abounds with mysteries that are seemingly related to natural phenomena. Lost continents, UFO's, Loch Ness Monster, Bermuda Triangle, Big Foot, ancient astronauts, water witching, and other mysteries, both real and contrived as discussed in terms of evidence and interpretation in the context of natural laws and processes. Techniques of skeptical inquiry and the scientific method are applied to develop critical thinking. PREREQ: Graduate standing and PERM/INST.

GO 511 ADVANCED ENVIRONMENTAL GEOLOGY (3-0-3) (S). Land-use planning, techniques for investigation of surficial materials and water resources. Geologic hazards, surficial deposits and their engineering and hydrologic properties, ground and surface water, waste disposal. Term reports required, field trips required. This course can be taken for undergraduate credit by filing necessary forms. Field trip required. PREREQ: GO 323, GO 324, C 131.

GO 514 ADVANCED STRUCTURAL GEOLOGY (2-3-3)(F) (Alternate years). Geometric, kinematic and dynamic analysis of plutonic rocks and metamorphic tectonites. Structural elements in plutons, their formation and interpretation as indicators of the tectonic environment during emplacement. Mesoscopic and microscopic study of rock fabrics, the mechanisms and processes of their formation and deformation, and their use as kinematic and strain indicators. PREREQ: GO 310, GO 314, GO 323 and GO 324 or PERM/INST.

GO 523 ADVANCED IGNEOUS PETROLOGY (3-0-3)(S)(Odd Years). A study of igneous rocks with emphasis on their origin and the processes responsible for their diversity. Exercises will make use of the petrographic microscope and the departmental computer facilities. A field trip is required. PREREQ: GO 323, GO 324, C 131.

GO 531 REGIONAL GEOLOGY OF NORTH AMERICA (3-0-3-5). A systematic study of the geologic provinces of North America with special emphasis on geological relationships and tectonic evolution. Each province is investigated in terms of its structural and geologic history and mineral resources. PREREQ: Graduate status of PERM/INST.

GO 561 EARTH SCIENCE TEACHING TECHNIQUES (3-0-3 or 4-0-4)(F/S). This course is a study of the objectives, methods, and materials of instruction in Earth Sciences. Emphasis will be placed on the preparation and presentation of lectures, laboratory exercises and field trips. This course provides the student with internship experience in the laboratory and lecture classroom. PREREQ: Graduate status or PERM/INST.

GO 571 GEOCHEMISTRY (3-0-3)(S). Chemical equilibrium applied to natural water systems. Oxidation and reduction in sedimentation and ore genesis, methods of exploration geochemistry, crystallization of magmas, ore-forming solutions, isotope geochemistry. This course can be taken for undergraduate credit by filing necessary forms. Field trip required. PREREQ: GO 101, C 133, M 204.

GO 591 PROJECT (7-3 to 0-6). A field, laboratory or library investigation. The student will select a project according to his own interest and pursue it to a logical conclusion. Weekly progress meetings are held with the instructor and a final report is required. PREREQ: Graduate status and 15 credits in Earth Science or PERM/INST.

GO 593 THESIS (0-3 to 0-5). The scholarly pursuit of original work on a field or laboratory project or the formulation of new and logical interpretations of existing data collected by library research. A final report suitable for presentation at a meeting of Earth Science professionals is required. PREREQ: Admission to candidacy.

GO 596 DIRECTED RESEARCH (0-1 to 0-4). Field, laboratory or library research project. Students may work on an individual problem or select a problem from a list provided by the instructor. Weekly progress meetings, final report. PREREQ: Physical Geology or Fundamentals of Geology and/or PERM/INST.

GO 598 GRADUATE SEMINAR (0-1 to 0-3). The preparation and presentation of oral and written reports on topics in earth science and/or science education. Presentation of oral reports may take the form of debate. Preparation of visual aids and geologic illustrations will be emphasized. PREREQ: Admission to candidacy or PERM/INST.

GS GENERAL SCIENCE

GS 501 HISTORY OF SCIENCE (3-0-3)(F/S). A survey of the history of science from the ancient world to modern times. Historical illustrations of the nature of scientific research in the evolution of science are presented. This course may be taken for either HY or GS credit, but not for both.

MASTER OF SCIENCE IN EDUCATION, MATHEMATICS

Telephone (208) 385-1172

This degree requires 30 hours of course work, including the Graduate Core in Education, a mathematics sequence and seminar, and electives in mathematics and other areas. 
chosen in consultation with a committee. The student must complete all requirements in item 1 below, plus those in one of the three options 2A, 2B, or 2C.

1. Common Requirements
   A. Graduate Core .................................................................6
   B. Mathematics Sequence ...................................................6
      Real Analysis I, II M 501-502 or
      Abstract Algebra I, II M 541-542
   C. Seminar in Mathematics M 598 .........................................3
   D. Mathematics Electives ....................................................6
   E. A written examination over mathematics course work

2. One of the following three options:
   A. Examination Option
      1) One additional graduate mathematics course, exclusive of M 503, 504, or 561 ..................3
      2) Free electives .................................................................6
      3) An oral examination over all course work.
   B. Project Option
      1) Mathematics Project M 591 ..............................................3
      2) Free electives .................................................................9
   C. Thesis Option
      1) Mathematics Thesis M 593 ................................................3
      2) Free electives .................................................................9

3. Additional Information
   A. Credit in Workshop (594 or 599) is limited to a total of 3 credits to be applied in partial fulfillment of the emphasis in Mathematics.
   B. Some students may be required to remove deficiencies before admission to candidacy. Students with strong undergraduate mathematics backgrounds may apply to challenge, waive, or replace parts of the emphasis requirements.
   C. Students considering this program should consult with the Chair of the Mathematics Department. Enrollment in graduate courses has been such that completion dates for this program cannot be guaranteed.

**COURSE OFFERINGS**

**M MATHEMATICS**

M 406G THEOREY OF FUNCTIONS OF A COMPLEX VARIABLE (3-0-3)(F). Complex numbers, functions of a complex variable, analytic functions, infinite series, integration, and conformal mapping. PREREQ: M 206 or M 212.

M 431G PROBABILITY AND STATISTICS (3-0-3)(F). Discrete and continuous random variables, conditional probability, expectation, moment generating functions, central limit theorem. PREREQ: M 206 or M 212.

M 432G PROBABILITY AND STATISTICS (3-0-3)(S). Point and interval estimation, hypothesis testing, analysis of variance, nonparametric tests. PREREQ: M 431.


M 503 THE TEACHING OF ALGEBRA (3-0-3). Contemporary approaches to teaching secondary school algebra; treatment of selected topics in modern algebra; methods and materials; research relevant to the teaching of algebra. PREREQ: M 502

M 504 THE TEACHING OF GEOMETRY (3-0-3). Contemporary approaches to teaching secondary school geometry; treatment of selected topics in geometry; methods and materials; research relevant to the teaching of geometry. PREREQ: M 311.

M 505 FOUNDATIONS OF MATHEMATICS (3-0-3). The axiomatic method and its role in modern mathematics. The role of the theories of sets and groups in the development of mathematics. Modern philosophies of mathematics. PREREQ: M 502 or PERM/INST.

M 511 GENERAL TOPOLOGY (3-0-3). Set separation axioms, topologies, connectedness, compactness, generalized convergence, continuity, product spaces. PREREQ: M 401 or M 501 or PERM/INST.

M 541-542 ABSTRACT ALGEBRA I, II (3-0-3). Mappings, the integers, groups, sub-groups, morphisms, rings, integral domains, polynomial rings, fields, field extensions. PREREQ: M 302 or PERM/INST.

M 547 HISTORY OF MATHEMATICS (3-0-3). The course is designed for mathematics teachers in the secondary school. The course consists of two parts: the first part traces the development of algebra, geometry; analytic geometry and calculus to the 19th century; the second part gives a brief introduction to, and history of, some of the developments in mathematics during the last century. PREREQ: PERM/INST.

M 561 MATHEMATICS FOR OPERATIONS RESEARCH (4-0-4) (F/S). The mathematics techniques used to solve problems involving several variables. Linear systems, matrices, linear programming with the simplex method, differential and integral calculus with emphasis on applications in management decision situations. PREREQ: PERM/INST.

M 564 MATHEMATICAL MODELLING (3-0-3)(SU). Introduction to mathematical modeling through case studies. Deterministic and probabilistic models; optimization. Examples will be drawn from the physical, biological, and social sciences. A modeling project will be required. PREREQ: M 361 and CS 122 or PERM/INST.

M 571 MATHEMATICS CURRICULUM (7-12) (3-0-3). The history of the 7-12 mathematics curriculum; content, special problems, and trends in mathematics programs; organization of the curriculum. Study of reports and recommendations; curriculum development projects. PREREQ: At least one year's experience teaching in secondary school mathematics.

M 591 PROJECT (May be taken for 3 to 6 credits). A project may include, but is limited to, a library research paper, educational research or written curriculum with teaching materials. PREREQ: The student must be admitted to candidacy.

M 593 THESIS (May be taken for 3 to 6 credits). Original mathematical research or a new interpretation or novel exposition of existing mathematics. Course is arranged with supervising faculty member. PREREQ: Admission to candidacy.
M 598 SEMINAR IN MATHEMATICS (3-0-3). The content will vary within a format of student presentation and discussion of relatively advanced mathematical topics selected from texts or mathematical journals. This will not be a seminar in mathematics education.

MI MATHEMATICS FOR INSTRUCTION

MI courses are designed to provide extra experience in mathematics for practicing teachers. They may be used to meet course requirements for master's degrees in education. They are not available for undergraduate credit and not intended for students with very strong mathematical backgrounds. Courses labeled between MI 500 and MI 519 emphasize mathematical content and are suitable for teachers at all levels. Those courses labeled between MI 520 and MI 544 are designed particularly for secondary teachers; those labeled between MI 545 and MI 569 are directed to middle school teachers, and those labeled between MI 570 and MI 579 are for elementary school teachers, but in each case teachers practicing at any level may enroll.

MI 501 SURVEY OF PURE MATHEMATICS FOR TEACHERS (2-0-2)(SU). The nature of mathematical knowledge, its history, meaning, methodology, and use. Generally topics will be selected from material in set theory, logic, number theory, algebra, geometry, or graph theory. PREREQ: Possession of a teaching certificate.

MI 502 SURVEY OF APPLIED MATHEMATICS FOR TEACHERS (2-0-2)(SU). The nature of contemporary applied mathematics and its use in decision making in modern society. The emphasis will be on conceptual understanding and appreciation of the vast variety of problems which can be solved by mathematics. Generally topics will be selected from material in management science, statistics, social choice, or geometry of size and shape. PREREQ: Possession of a teaching certificate.

MI 556 NUMBER THEORY FOR TEACHERS (1-0-1)(SU). An exploration of divisibility, primes, linear Diophantine equations, representation of number theoretical concepts using concrete materials, conjectures, and recent results. PREREQ: One year experience teaching.

MI 564 MATHEMATICAL MODELING FOR TEACHERS (1-0-1)(SU). The modeling process, its relation to the scientific method and problem solving, laboratory activities and examples appropriate to the middle school. PREREQ: One year experience teaching.

MASTER OF ARTS IN ENGLISH

Telephone (208) 385-1189

Current English Department Graduate Faculty:
Anderson, Kent, Asst. Prof., Creative Writing;
Boyce, Dale K., Romantic, Victorian, and Modern Poetry;
Beus, Becky, Adjunct Inst., Technical Communication;
Cooper, Allene, Asst. Prof., Rhetoric and Composition,
American Literature;
Davis, Charles G., Prof., 18th Century British Literature,
British Novels;
Dayley, Jon P., Prof., Linguistics;
Guilford, Charles, Assoc. Prof., Creative Writing;
Jones, Daryl, Prof., Creative Writing;
Leahy, Richard, Prof., The Teaching of Writing;
Lojek, Helen, Prof., American Literature, Irish
Literature, Modern Drama;
Maguire, James H., Prof., American Literature,
Literature of the American West;
Markel, Mike, Prof., Technical Communication;
Martin, Carol, Prof., Victorian Fiction, Women Writers;
Robbins, Bruce, Asst. Prof., English Education;
Ryder, Mary Ellen, Asst. Prof., Linguistics;
Sahni, Chaman, Prof., Modern British Literature, Far
Eastern Literature, Criticism;
Sanderson, Richard Ken, Assoc. Prof., Renaissance
Literature, 17th Century Literature;
Sanderson, Rena, Asst. Prof., Women Writers, American
Literature;
Shirk, Henrietta Nickels, Assoc. Prof., Technical
Communication;
Trusky, Thomas, Prof., Creative Writing, Book Arts;
Uehling, Karen, Asst. Prof., The Teaching of Writing;
Warner, Kathleen, Asst. Prof., Folklore, North American
Indian Literature;
Widmayer, Jan, Prof., 18th Century British Literature;
Willis, Lonnie, Prof., American Literature, Film Studies;
Zaerr, Linda Marie, Assoc. Prof., Medieval Literature;
Zirinsky, Hendreikje, Prof., Rhetoric and Composition,
English Education.

ADMISSION REQUIREMENTS

To be considered for regular status as a graduate student in the Department of English, an applicant must meet general Graduate College requirements and the following departmental requirements:

1. Normally, a Bachelor of Arts in English. However, an applicant may demonstrate instead a strong background in an area of study in the graduate curriculum of the English Department to be considered for admission.

2. A G.P.A. of at least 2.75 for all undergraduate work or a G.P.A. of at least 3.0 for the last sixty semester credit hours of undergraduate work.

3. Scores for the Graduate Record Examination (GRE). The applicant should score at least 500 on the Verbal Section of the GRE. An applicant who wishes to emphasize literary study, creative writing, or teaching on the secondary
level must provide the score earned for the Subject Test for Literature in English in addition to those earned on the General Test. Scores on sections other than the Verbal Section are for information purposes only.

4. An essay of from five hundred to seven hundred words explaining the applicant's goals in pursuing graduate study in English sent to the Director of Graduate Studies, English.

5. Two or three letters of recommendation from people who know the applicant's academic work sent directly to the Director of Graduate Studies, English.

Students who do not satisfy these requirements initially may be admitted with provisional status and will be advised on what steps to take to qualify for regular status.

PROGRAM REQUIREMENTS

The course of study for the Master of Arts in English will consist of a minimum of thirty-three graduate-level semester credit hours selected by students and their advisors.

E 500 Introductory Seminar is prerequisite to other graduate-level courses. However, with the consent of advisors, students may take other graduate courses concurrently or, with waivers, prior to enrolling in E 500.

A maximum of nine credit hours of courses carrying a "G" designation may be counted toward the M.A. degree in English.

Since the content of the courses numbered E 510, E 520, E 530, E 540, E 550, E 560, E 570, and E 597 may vary from semester to semester, students may repeat these courses for credit.

A maximum of nine graduate credit hours taken in other departments may be counted toward the M.A. degree in English.

To satisfy the requirements for the M.A. in English, students must complete a thesis or project or pass a comprehensive examination. No credit hours are granted for taking the examination. Students not taking the comprehensive examination should register for E 591 Project or E 593 Thesis, in their final semester to receive the three hours credit for a completed project or thesis that applies to the thirty-three credit hour minimum required for the degree.

COURSE OFFERINGS

E ENGLISH

E 412G WOMEN WRITERS (3-0-3)(F/S). Literature by English speaking women, with special attention to cultural contexts, the themes and methods used by women writers, and how women writers have created their own tradition. The course may focus on writings of a particular period. Alternate years. PREREQ: 3 credits of literature or PERM/CHAIR.

E 488G METHODS AND THEORIES OF LITERARY CRITICISM AND RHETORIC (3-0-3)(S). Analysis of major literary and rhetorical theories, their methods and their implications. PREREQ: 3 credits of upper division literature or PERM/CHAIR.

E 500 INTRODUCTORY SEMINAR (3-0-3)(F/S). An introduction to bibliography and orientation to sources of information. Students research a concept or problem in literature or writing under supervision. PREREQ: Admission to graduate program or PERM/CHAIR.

E 501 THE TEACHING OF WRITING (3-0-3)(F/S). Theories and methods of teaching writing for experienced teachers. Special emphasis on new discoveries about the learning process in writing courses and in the teacher's role in helping individual students. PREREQ: E 301, E 500, and teaching experience or PERM/CHAIR.

E 505 LINGUISTICS (3-0-3)(F/S). Modern linguistic theories and their application to literature and teaching English. Examination of how various grammatical models represent the complexities of language sound, sequence, and structure. Application of theory to language at work. Alternate years. PREREQ: E 500 and LI 305 or equivalent or PERM/CHAIR.

E 508 WRITING FOR THE MARKET (3-0-3)(F). A writing course which studies literary journals, trade journals, and little magazines, considers the slick and the popular magazine market, and looks at tradebook publication with the intention of preparing the student to complete manuscripts for publication. PREREQ: An advanced writing course or PERM/INST.

E 509 BOOK ARTS (3-0-3)(S). A historical survey of various aspects of bookmaking, including papermaking, typography, printing, binding, and desktop publishing, as well as book distribution/marketing, and production of artist's and eccentric bookworks. Course culminates in production of a classroom edition of each student's original writings or art works in an appropriate format devised by the student. PREREQ: E 305 or E 306 or PERM/INST.

E 510 MAJOR AUTHOR (3-0-3)(F/S). A consideration of minor and major artistic creations of an author with attention devoted to major influences on the writer and his/her influences on others. Aspects of investigation to include the life of the author and its relation to his/her work, the society and culture of the times, his/her place and stature in the genres in which he/she worked, his/her use or disregard of tradition, as well as an investigation of contemporary criticism and critical evaluation since the writer's time. PREREQ: E 500 or PERM/CHAIR. (Repeatable for credit)

E 511 THEORY AND PRACTICE OF TECHNICAL COMMUNICATION (3-0-3)(F/S). An introduction to the current theories of technical communication, including approaches from such related fields as ethics, rhetoric, linguistics, cognitive psychology, sociology, and philosophy. Students will apply these theories in describing and analyzing the different job specializations within technical communication.

E 512 ADVANCED TECHNICAL COMMUNICATION (3-0-3)(F/S). An advanced study of technical communication for those students who are or expect to become professional technical communicators. Students will write reports and manuals related to fields of interest and background. The topics of study include modern theories of readability, focusing on research in semantics, syntax, and pragmatics, and recent developments in document conventions. PREREQ: E 302 or E 402 or PERM/INST.

E 513 TECHNICAL EDITING (3-0-3)(F/S). Advanced course in the editing of technical documents. Major projects are related to each student's field of interest. Topics of study include the theory
and ethics of editing, as well as text screening, copyediting, typemarking, keying, troubleshooting, and graphics. PREREQ: E 512 or PERM/INST.

E 514 ETHICS OF TECHNICAL COMMUNICATION (3-0-3)(S). An examination of the various ethical issues inherent in the practice of technical communication. Topics include the ancient debate about the claims of philosophy and rhetoric; Kant's categorical imperative; the modern standards of rights, justice, and utility; the employee's obligations to the employer, the public, and the environment; and the common ethical issues faced by technical communicators, including plagiarism and copyright violation, the fair use of words and graphics, trade secrets, whistle-blowing, and codes of conduct. The course will use the case study method.

E 515 INTRODUCTION TO DOCUMENT PRODUCTION (3-0-3)(F). Introductory study of the principles of producing effective technical documents. Topics include research on the relationship between presentation styles and readability, integration of textual material and graphical and tabular data, and the use of advanced word processing and technical graphics software on personal computers. The course will be taught as a workshop, and students will create basic technical documents such as brochures and data sheets. PREREQ: E 513 or PERM/INST.

E 516 ADVANCED DOCUMENT PRODUCTION (3-0-3)(S). Advanced study and application of techniques for incorporating graphics, illustrations, and photos into technical documents. Students will integrate word processing and graphics into desktop publishing software to create, edit, and produce complex technical documents, such as reports, manuals, and newsletters. The course will be taught as a workshop focused on the use of desktop publishing software on personal computers. PREREQ: E 515 or PERM/INST.

E 517 ORAL COMMUNICATION FOR TECHNICAL COMMUNICATORS (3-0-3)(F/S). An introduction to the theory and practice of the different types of oral communication practiced by technical communicators, including interviewing technical subject specialists and product users, group dynamics, gender issues, conflict management, and technical presentations, including the creation of presentation graphics. The course will be taught as a workshop. Students may not receive credit for both E 517 and CM 517. PREREQ: E 516 or PERM/INST.

E 518 WRITING FOR THE COMPUTER INDUSTRY (3-0-3) (F/S). Analysis and practice of professional quality computer documentation, the materials that support the use of computer software and hardware. Students also study the communication and management skills required of a technical communicator in the computer industry during product development. In a workshop setting, students apply techniques of organization, writing style, formatting, and graphic design to produce a complete user documentation set. PREREQ: E 516 or PERM/INST.

E 519 TECHNICAL PUBLICATIONS MANAGEMENT (3-0-3) (F/S). Analysis and application of the principles of management and organizational behavior as they apply to the technical publications field. In a case-study environment focused on the publications process, students learn the techniques and practices of managing technical publications groups within organizational settings, while studying relevant principles of motivational theory and human behavior. PREREQ: E 512 OR PERM/INST.

E 520 GENRE (3-0-3)(F/S). A study of a well-defined literary category, such as novel, short story, epic, or tragedy. Examination of representative texts in order to discover the evolution of a specific literary genre while at the same time establishing its typical features. PREREQ: E 500 or PERM/CHAIR. (Repeatable for credit)

E 521 HUMAN-COMPUTER INTERACTION (3-0-3)(F/S). Study and application of the principles of online communication, including the design and creation of simple system messages and HELP systems, reference materials and tutorials, and computer-based instruction (CBI) in hypermedia. Students practice effective screen design techniques from the fields of cognitive science, software psychology, and human factors as they apply to online documentation. PREREQ: E 512 OR PERM/INST.

E 525 CREATIVE WRITING WORKSHOP (3-0-3)(F). An advanced workshop in poetry and fiction. Students will study the form and theory of poetry and fiction from the perspective of practicing writers and will apply these principles to the analysis and criticism of one another's work. PREREQ: E 505, 306, or PERM/INST.

E 530 PERIOD (3-0-3)(F/S). A study of a selected chronological period of American or British literature with focus on major authors, genres, or topics. PREREQ: E 500 or PERM/CHAIR. (Repeatable for credit)

E 540 MYTH IN LITERATURE (3-0-3)(F). An exploration of the use of myth in literature as a source of content and structure. The nature and working of myth and the way it enters conscious creation of art. Themes such as the quest, the initiation, the Adamic myth in American literature, and of myths in the works of major authors may be explored. PREREQ: E 500 or PERM/CHAIR. (Repeatable for credit)

E 550 LITERATURE AND CULTURE (3-0-3)(F/S). The interaction between a body of literature and the social, economic, and political forces that characterize the culture in which it originates. The influence of culture on literary form and content. PREREQ: E 500 or PERM/CHAIR. (Repeatable for credit)

E 554 INTRODUCTION TO APPLIED RESEARCH AND PROJECTS IN THE ENGLISH LANGUAGE ARTS (3-0-3)(F/S). Methods of and approaches to conducting applied research in classrooms and the workplace and developing projects in the English Language Arts from such research. This course is recommended for students electing the project option for the M.A. in English. Intended primarily for classroom teachers, the course is appropriate for others who offer instruction, including technical writing trainers and teachers of literacy in GED centers, workplace literacy projects, and community education projects. PREREQ: E 501 or E 581 or PERM/CHAIR.

E 560 FOLKLORE (3-0-3)(F/S). Materials selected from oral tradition and culture with attention to aspects of collecting, classifying, comparing, analyzing, and archiving. Theories of folklore composition, transmission, and function will be related to the occurrence of folklore. PREREQ: E 500 or PERM/CHAIR. (Repeatable for credit)

E 561 THEORIES OF RHETORIC AND COMPOSITION (3-0-3) (F/S). A study of the theoretical context of current writing and writing pedagogy. Influential theories of invention, arrangement, and style, from ancient and modern times, are examined and compared. Special attention is paid to the relationships of current rhetorical and cognitive theories to writing processes and written products. PREREQ: Admission to Graduate Program or PERM/CHAIR.

E 570 LITERARY MOVEMENTS (3-0-3)(F/S). A focus on a significant literary movement, the works of its major and minor
contributor, its theories and its practice, its relation to its time, its place in literary history, its influence on writers past and present. PREREQ: E 500 or PERM/CHAIR. (Repeatable for credit)

E 581 LITERATURE FOR USE IN JUNIOR AND SENIOR HIGH SCHOOLS (3-0-3)(F). A literary content course for prospective teachers of secondary school English. Primary emphasis on critical reading of literature for adolescents in secondary school. Secondary emphasis on methods of analysis appropriate to students. All genres as well as classic and popular authors. PREREQ: E 102, two literature courses or PERM/CHAIR.

E 582 SELECTED TOPICS IN TEACHING ENGLISH LANGUAGE ARTS (3-0-3)(F/S). Study of current theories and topics in teaching the English Language Arts in composition, language, or literary theory of special interest to the experienced teacher. A specific focus will be announced each time the course is offered. Although targeted primarily at classroom teachers, the course may be appropriate for others who offer instruction, including technical writing trainers and teachers of literacy in GED centers, workplace literacy projects, and community education projects. Alternate years. PREREQ: E 301 or E 381 or E 481 or teaching experience or PERM/INST.

E 585 SELECTED TOPICS IN LINGUISTICS (3-0-3)(F/S). An investigation of a particular topic in linguistics, drawn generally from psycholinguistics, sociolinguistics, semantics, pragmatics, discourse, syntax, or morphology. Course work will include lecture, discussion, and a paper or project, depending on the nature of the topic. Repeatable once for credit. PREREQ: LI 305.

E 591 PROJECT (V-O-V). A project may include, but is not limited to, a library research paper, experimental research on some aspect of pedagogy, or preparation of written curriculum with related teaching materials. PREREQ: Admission to candidacy and approval of the student’s graduate committee.

E 593 THESIS (V-O-V). A scholarly paper containing the results of original research. PREREQ: Admission to candidacy and approval of the student’s graduate committee.

E 595 READING AND CONFERENCE (V-O-V). Directed readings in selected materials from subjects in which the English Department faculty has expertise. These readings will be reported on and discussed in a context arranged by the student and the director and approved by the student’s graduate committee. PREREQ: Admission to candidacy.

MASTER OF SCIENCE IN EXERCISE AND SPORT STUDIES

Telephone (208) 385-3973

OBJECTIVES

The graduate program in Exercise and Sport Studies is designed to accommodate students with diverse academic backgrounds. Advanced educational opportunities in both theoretical and applied aspects are critical parts of the program of studies.

A required core of classes provides the foundation for study in this area, while electives allow for individual enrichment in subjects of special interest. Students may also pursue self-directed research with the intent of applying findings to related problems in their field of study.

It is assumed students are seeking a program which fosters critical thought. Therefore, those graduating shall be able to apply the scientific method of problem solving to issues and questions related to one or more of the many dimensions of exercise and sport. Important outcomes for learners include:

1. Acquiring a sound conceptual basis from which leadership can be exercised in the profession.
2. Demonstrating the expertise to interpret, communicate and effectively promote health lifestyles in occupational settings.
3. Being intelligent consumers of research with competence to apply findings to the design, administration, evaluation and improvement of sport science-related programs.
4. Possessing the skills needed to develop and conduct research which contributes to the growth of knowledge in the field.

Fundamental to the Graduate Program are faculty who provide a supporting environment and are active in teaching, scholarship, research and professional development.

DEGREE REQUIREMENTS

CORE REQUIREMENTS 15 CREDITS

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<tr>
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<td>Physiology of Activity PE 510</td>
<td>3</td>
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<tr>
<td>Biomechanics PE 520</td>
<td>3</td>
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<tr>
<td>Psychology of Exercise &amp; Sport PE 530</td>
<td>3</td>
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<td>Motor Learning PE 560</td>
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RESEARCH TOOLS 6 CREDITS

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<td>Fund of Educational Research TE 551</td>
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