contributors, 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 subject areas 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

- Functional Anatomy PE 500 ...........................................3
- Physiology of Activity PE 510 ...........................................3
- Biomechanics PE 520 ......................................................3
- Psychology of Exercise & Sport PE 530 ...............................3
- Motor Learning PE 560 ......................................................3

TOTAL 15

RESEARCH TOOLS 6 CREDITS

- Stat Meth in Phy Educ PE 552 ..........................................3
- Research Design in Phy Educ PE 551
  or
- Fund of Educational Research TE 551 ................................3

TOTAL 6
SUGGESTED ELECTIVES 6-9 CREDITS

Human Growth & Motor Learning PE 306G ....................... 3
Exercise Physiology PE 310G .................................. 3
Kinesiology PE 311G ........................................... 3
Psycho/Soc Aspects of Act PE 401G .......................... 3
Adv Athletic Training PE 402G ................................. 3
Exercise Physiology Lab PE 515 ................................. 3
Mechanical Analysis of Motor Act PE 525 ................... 3
Sociology of Exercise & Sport PE 535 ......................... 3
Appl Prin of Conditioning PE 540 .............................. 3
Exercise Testing & Prescription PE 545 ....................... 3
Philosophy of Exercise & Sport PE 550 ....................... 3
Health Promotion PE 570 ....................................... 3
Computers in Exercise & Sport PE 575 ....................... 3
Selected Topics in Applied Sport Psychology PE 580 .... 3
Practicum PE 590 ................................................ 3
Directed Research PE 596 ....................................... 3

TOTAL 6-9

THESIS OPTION 6 CREDITS
Research & Thesis PE 593 ....................................... 6

NON-THESIS OPTION 3 CREDITS
Project PE 591 ................................................... 3

TOTAL 33

A maximum of 6 credits of G designated undergraduate courses may be used as electives.

A revolving four year draft of graduate offerings is available upon request from the Department of HPER, G 209.

**Course Offerings**

**PE 306G Human Growth and Motor Learning (2-2-3)(F/S).** Designed to provide the student with an understanding of human growth, movement development, motor learning and control. Application to skilled behavior is emphasized. PREREQ: Upper Division standing.

**PE 310G Exercise Physiology (2-2-3)(F/S).** Instruction in the physiological and biochemical changes accompanying exercise and training with emphasis on application of scientific principles to training program design. Required of all PE majors. PREREQ: Upper Division standing, PE 230.

**PE 311G Kinesiology (2-2-3)(F/S).** Anatomical and mechanical considerations applied to human motion in sport and exercise. Required of all PE majors. PREREQ: Upper Division standing, PE 230.

**PE 401G Psychology of Activity (3-0-3)(F/S).** The course examines the cultural aspects of sport including educational, religion, political, social and economical values. Psychological factors related to performance include personality, motivation and anxiety. PREREQ: Upper Division standing.

**PE 402G Advanced Athletic Training (3-3-3)(S).** Instruction in advanced theory and application of techniques of athletic training for student pursuing a career as professional athletic trainer. PREREQ: PE 236, PE 311. Offered in spring on odd numbered years.

**PE 500 Functional Anatomy (3-0-3).** A study of gross human anatomy from the descriptive approach with emphasis on the skeletal, muscular, nervous and circulatory systems. Includes cadaver dissection. In addition, in-depth study of joint structure and function, gross-motor-movement, and skill will be included. Video analysis will be utilized.

**PE 510 Physiology of Activity (3-0-3).** A study of the various factors affecting human performance and subsequent adaptations of the body to single and repeated bouts of exercise.

**PE 515 Exercise Physiology Lab (2-2-3).** Practical application of the principles that govern response and adaptation of the human body to exercise, utilizing laboratory equipment to collect data and analyze results. PREREQ: PE 510 or PERM/INST.

**PE 520 Biomechanics (3-0-3).** A study of the internal and external forces acting on the human body and the effects produced by these forces. Analysis of movement will focus on qualitative techniques.

**PE 525 Mechanical Analysis of Motor Activities (3-0-3).** An introduction to the analysis techniques used to study the mechanics of human motion. Topics will include cinematography, videography, force transducers, electromyography and computer analysis techniques. PREREQ: PE 520 or PERM/INST.

**PE 530 Psychology of Exercise and Sport (3-0-3).** A study of psychological factors as they relate to exercise, sport and performance. Content includes personality traits, motivation, anxiety/arousal, and intervention coping strategies.

**PE 535 Sociology of Exercise and Sport (3-0-3).** A study of the relationships among sport and other facets of society, including social organization, group behavior and social interaction patterns.

**PE 540 Applied Principles of Conditioning (2-2-3).** Advanced study of the conditioning process. Emphasis on application of the conceptual to practical situations. Involves program planning, objectives, exercise analysis for conditioning specificity, exercise prescription and other conditioning variables affecting performance. PREREQ: PE 510 or PERM/INST.

**PE 545 Exercise Testing and Prescription (2-2-3).** A study of the current methods and procedures used in coronary heart disease risk detection and reduction, including the recommended guidelines by the American College of Sports Medicine for exercise testing and prescription.

**PE 550 Philosophy of Exercise and Sport (3-0-3).** A study of the philosophical foundations underlying exercise and sport. Topics include values development, design and evaluation of individual and program philosophy and goal structuring.

**PE 551 Research Design in Physical Education (3-0-3).** Includes critical analysis of published research in terms of research design, statistical procedures, concepts of validity, experimentation and control; classification of various research methods; various types of research problems; and the relevant attributes of experimental designs. A research proposal is a requirement of the course.

**PE 552 Statistical Methods in Physical Education (3-0-3).** An introduction to statistical techniques utilized in the treatment of data in the motor behavior area. The techniques to be covered include measures of central tendency and variability; correlation measures; probability; analysis of variance and regression analysis. PREREQ: High school algebra, equivalent of PE 309 or P 295.

**PE 560 Motor Learning (3-0-3).** A study of the relevant empirical evidence and research in the field of motor learning and performance, including the learning process, feedback, timing, information processing, transfer, perception, motivation and practice conditions.
MASTER OF PHYSICAL EDUCATION IN ATHLETIC ADMINISTRATION

Telephone (208) 385-4270

A Cooperative Graduate Studies Program
Idaho State University (ISU) and Boise State University (BSU) have agreed to offer ISU’s existing Master of Physical Education (MPE) graduate degree in Athletic Administration on the BSU campus. Entering students will be able to complete the entire 30-33 credit hour degree on the BSU campus and take up to 15 credits of BSU courses as part of the program requirements. Further stipulations of this cooperative venture are:

1. ISU will continue to be the degree granting institution. Students will initially apply for admission to ISU, and if accepted, apply for admission to BSU. An application fee must be paid to each institution. Courses from both institutions that are offered on the Boise campus will be printed in the BSU Class schedule after Physical Education courses and listed under a separate and distinct heading of “Athletic Administration (AA).” Since the registration system at BSU is not programmed for 600 level course numbers, ISU classes will be given an Athletic Administration 500 level equivalent number. Under the title of each course it will be stated that the course is part of the ISU Cooperative Athletic Administration Program.

2. ISU will be limited to offering three credits per semester on BSU’s campus for each Fall and Spring term. The maximum number of credits during the summer will be six.

3. All students will be formally advised by ISU Graduate Faculty.

4. All projects, thesis, and comprehensive exam committees will be chaired by ISU Graduate Faculty. BSU faculty who hold At-Large Graduate Faculty status at ISU may serve as committee members and upon request will submit comprehensive examination questions and participate in the evaluation of same.

REGISTRATION
Students will register at Boise State University for all ISU and BSU courses taken on the Boise campus in accordance with the procedures stated in the BSU Class Schedule Bulletin. Student must have written permission from their ISU advisor to register for all ISU courses at BSU.

FEES
Students will pay fees to Boise State University and receive BSU activity cards (consistent with current BSU practices for full-time and part-time students) and thereby receive the appropriate services and use of campus facilities.
FINANCIAL AID

Students taking ISU and/or BSU courses on the Boise campus will be considered as "in-residence" at Boise State. Therefore, students applying for financial aid will do so through the Financial Aid Office at BSU.

Due to a limited number and amount of scholarship funds at BSU, scholarship monies are not available to students in cooperative programs. If there are scholarships at ISU specifically earmarked for the Athletic Administration program, or if scholarships are developed for this program, they will be awarded by ISU and handled through the BSU Financial Aid Office as are all other outside donor awards.

GRADUATION

Idaho State University graduation requirements must be met by each student seeking an MPE degree in Athletic Administration. Therefore, students shall apply for graduation through ISU and a final evaluation of their transcripts will be completed by the ISU Registrar.

Cooperative MPE degree in Athletic Administration between ISU and BSU (students would be limited to taking a maximum of 15 BSU credits, subject to approval from their ISU advisor).

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COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Leadership &amp; Management HPE 605 (AA 505)</td>
<td>3</td>
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<tr>
<td>Philosophy of Athletics PE 615 (AA 515 or PE 550)</td>
<td>3</td>
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<tr>
<td>Athletics &amp; the Law PE 631 (AA 531)</td>
<td>2</td>
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<tr>
<td>Management of Athletics PE 635 (AA 535)</td>
<td>3</td>
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<tr>
<td>Research &amp; Writing HPE 640 (AA 540 or PE 551)</td>
<td>3</td>
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<tr>
<td>Issues in Administration HPE 649 (AA 549)</td>
<td>3</td>
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<tr>
<td><strong>Thesis Option</strong></td>
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<tr>
<td>Thesis HPE 650 (AA 550)</td>
<td>6</td>
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<tr>
<td>Approved Electives</td>
<td>7</td>
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<tr>
<td><strong>Non-Thesis Option</strong></td>
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<tr>
<td>Advanced Theory of Competitive Coaching PE 610 (AA 510 or PE</td>
<td>3</td>
</tr>
<tr>
<td>Sports Medicine PE 645 (AA 545)</td>
<td>2</td>
</tr>
<tr>
<td>Approved Electives</td>
<td>11</td>
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ADMISSION REQUIREMENTS

Application for admission may be made by graduates of accredited institutions holding a baccalaureate degree in geology or related geoscience. Regular admission will be awarded to applicants who have earned a minimum grade point average of 2.75 during the last two years of academic work; admission will be based on grade point, GRE scores, and letters of recommendation. Continued enrollment in the program requires a minimum 3.0 grade point average and satisfactory progress toward the degree.

Additional information may be obtained from the Geology Graduate Coordinator, Department of Geosciences, Boise State University, 1910 University Drive, Boise, ID 83725 or from the Geology Graduate Coordinator, Department of Geology, Idaho State University.

BSU COURSE OFFERINGS

The following is a partial list of courses taught at Boise State University that may be used to fulfill credit requirements for the Master of Science in Geology.


PREREQ: GO 280, PH 102 or PH 211, GO 323, or PERM/INST.

GO 412G HYDROLOGY (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, 314.

GO 460G VOLCANOLOGY (2-0-2)(F)(Field trip) (Alternate 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 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 filling our necessary forms.

PREREQ: GO 221 or PH 220.

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, 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)(S). 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 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 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 597 SPECIAL TOPICS

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.

IDAHO STATE UNIVERSITY COURSES:
Geol 648 Research Problems
Geol 650 Thesis

UNIVERSITY OF IDAHO COURSES:
Hydro 502 Directed Study
Hydro 569 Contaminant Hydrology
Hydro 577 Computer Applications in Geohydrology

Course descriptions for additional graduate courses are listed under the Master of Science in Education, Earth Science Emphasis and Master of Science, Geophysics.

MASTER OF SCIENCE IN GEOPHYSICS

Telephone (208) 385-1419

Boise State University offers a Master of Science degree in Geophysics through the Department of Geosciences. The degree requires 30 total credits distributed as follows: 12 graduate geophysics course credits, 12 credits in approved science or engineering courses, and at least 6 thesis research credits leading to an approved thesis. The overall goal of the graduate geophysics program is to provide a balanced education in the following areas:

- geophysical theory and methods including the quantification of error and resolution;
- problem definition, characteristics of an acceptable scientific solution, and an understanding of the planning, effort, and determination required to reach an acceptable solution;
- the interrelationship of geophysics with other scientific and engineering disciplines;
- oral and written technical communication;
- project management and teamwork;
- an introduction to the geoscience profession beyond the classroom including the establishment of professional contacts.

Achievement of these educational objectives requires that a graduate geophysics student be exposed to classroom and laboratory instruction, thesis research, seminars, field trips, preparation of proposals and papers, presentations at professional meetings, short-term work assignments on sponsored projects, and interaction with a wide variety of faculty, research staff, students, and off-campus scientists and engineers. Current research emphases at BSU include the following:

- applications of surface and borehole geophysical methods to hydrogeological, environmental, and engineering problems;
- understanding the modes of seismic wave propagation in shallow terrestrial and marine environments;
- study of the evolution of the uppermost part of the oceanic crust;
- use of marine sedimentology and borehole geophysics to study the interaction between the oceans and continental climate;
- and seismotectonics and seismic hazards of the Pacific Northwest and Alaska.

The geophysics program is well equipped with modern digital field instrumentation and computational facilities.

The BSU Master of Science program in geophysics interacts cooperatively with the University of Idaho (Uof) Master of Science program in geophysics through the joint listing of graduate geophysics courses, the application of BSU graduate geophysics courses for Uof credit, and the application of Uof graduate geophysics courses for BSU credit. Cooperation is extended to Idaho State University...
A new student will be assigned a supervisory committee when expertise from outside of the student’s resident institution is judged to be beneficial. These cooperative efforts by BSU, Uol, and ISU add flexibility and geographic accessibility to graduate education in geophysics within Idaho.

ADMISSION CRITERIA
Applicants should have a BS or equivalent degree from an accredited institution in one of the following fields: geophysics, geology, hydrology, physics, chemistry, mathematics, engineering, or business. Evaluation for admission requires three personal references, transcripts from all colleges and universities attended, and scores on the GRE General Test. Students whose native language is not English must submit a TOEFL score of 550 or higher. A copy of a report resulting from a previous university course, professional position, or research experience is also requested as evidence of the applicant’s ability to complete a significant project and write an acceptable scientific report. Preference is given to those applicants whose records indicate a high probability for successful completion of publishable graduate research. Application materials should be requested from Graduate Admissions, Boise State University, 1910 University Drive, Boise, ID 83725, telephone (208) 385-3903.

GRADUATE ASSISTANTSHIPS
Graduate assistantships including tuition and fee waivers are funded from three sources: appropriated state funds, endowments, and research grants and contracts. Applicants to the M.S. Geophysics program who submit all documents required by the admission procedure by February 1 of any given year will be considered for a state appropriation or endowed graduate assistantship to start the following fall semester; notification of successful applicants will be during March and April. Information on graduate assistantships funded by research grants and contracts is available from the Coordinator of the geophysics graduate program.

SUPERVISORY COMMITTEE
Each admitted student will be assigned a supervisory committee whose purpose is to design the program of courses, guide the student’s research, conduct the thesis defense, and approve the final thesis. The supervisory committee consists of at least three members: a chair from BSU who takes on the primary advising role, and at least two members chosen in any combination from BSU, Uol, ISU, or other institutions (selection based on a direct interest in the student’s research). The Coordinator of the geophysics graduate program works closely with each supervisory committee and will serve as temporary advisor to each new student until a supervisory committee can be assigned.

DEGREE REQUIREMENTS
Credit Requirements: The BSU Master of Science in Geophysics requires 30 semester credits distributed as follows:
1. 12 credits in BSU GP 500-level geophysics courses approved by the supervisory committee and by the Coordinator of the geophysics graduate program.
2. 12 credits in elective courses approved by the supervisory committee and by the Coordinator of the geophysics graduate program.
3. 6 credits minimum for research leading to a written thesis (BSU GP 593).
All 30 credits must be taken for a letter grade. On-campus geophysics graduate students are also required to take geophysics graduate seminar (GP 598) for a letter grade whenever it is offered. Transfer credits may not be used for requirements 1 or 3 except that a maximum of 6 credits of requirement 1 may be satisfied with Uol 500-level geophysics courses. A maximum of 9 transfer credits may be applied to meet requirement 2 except that all 12 credits of requirement 2 may be satisfied with transfer credits from Uol and/or ISU. Certain courses are normally ineligible for requirements 1 and 2 including courses applied to a previously obtained degree, courses used to meet admission requirements, and courses required to remedy background deficiencies. The purpose of requirement 1 is to broaden the student’s background in graduate level geophysics in a formal classroom setting; independent study, directed research, project, or special topics courses which do not fit this description are not applicable toward requirement 1. The purpose of requirement 2 is to provide an opportunity for elective courses within geophysics or in an associated field of science or engineering; these are often courses which are appropriate to a student’s thesis, postgraduate education, or employment goals. In all cases, the courses applied to meet the credit requirements 1 and 2 must be approved by the student’s supervisory committee and by the Coordinator of the geophysics graduate program, and the majority of the 30-credit total requirement (i.e., at least 16 credits) must be earned in residence at BSU.
Thesis Requirements: A thesis representing research of sufficient quality to warrant publication in a peer-reviewed journal is required of all candidates for the Master of Science in Geophysics. Actual publication is not required, but is held out as a goal for all graduate students. The research results must be presented at a formal public defense, and the final written thesis must be approved by the supervisory committee, by the Coordinator of the geophysics graduate program, and by the Dean of the Graduate College. In order to provide sufficient time for thorough evaluation of thesis research, a student should allow 3-6 months between preparation of the first draft of the thesis and the day of the formal defense. Frequent communication between the student, the supervisory committee, and the Coordinator is essential throughout this period.
GSU Course Offerings

GP GEOPHYSICS

GP 410G EXPLORATION WELL LOGGING (2-3-3) (F). Fundamentals of geophysical and geological well logging applied to petroleum, mineral, and groundwater exploration, and engineering site evaluation. Conventional interpretation of logs in sedimentary sections; special consideration for logs in igneous rocks, density, resistivity, and sonic logging. Integration of well logging, seismic reflection data, and surface geologic maps. Field and laboratory exercises. PREREQ or COREQ: GO 310.


GP 430G MATHEMATICAL MODELING IN GEOPHYSICS (3-0-3) (S). Examination of useful mathematical methods in geophysics including: statistical analysis of aeromagnetic anomalies, the Dirichlet problem and continuation of potential fields, wave equation migration in reflection seismology, formulation of geotomography in terms of the Radon transform. Emphasis is on problem solving and the development of skills in applied mathematics. PREREQ: M 331.

GP 510 INTEGRATED GEOLOGY AND GEOPHYSICS IN PETROLEUM, MINERAL AND GROUNDWATER EXPLORATION AND DEVELOPMENT (4-0-4) (F). Role of integrated geological and geophysical methods in the design and implementation of natural resource exploration and development projects. Emphasis depends on class interests, but typical examples will be drawn from petroleum, mineral, and groundwater industries. Requires extensive outside reading and study of case histories. Project and report required. PREREQ: PERM/INST.

GP 515 STRATIGRAPHIC INTERPRETATION OF SEISMIC DATA (3-0-3) (S). Seismic sequence and seismic facies analysis; isochronous reflections, seismic stratigraphy of depositional systems, sea level cycles, seismic modeling, hydrocarbon indicators, lithology from velocity and seismic amplitude variation with offset, use of shear waves and vertical seismic profiling. Interpretation project involving seismic modeling. PREREQ: GP 330G.

GP 520 ENGINEERING GEOPHYSICS (3-0-3) (F). Geophysical techniques applied to the evaluation of shallow subsurface structural and physical properties at engineering, industrial, waste disposal, and construction sites. Application of high-resolution geophysical methods to problems in seismic hazards, groundwater, hazardous waste, land subsidence, construction of critical facilities and landslides. Field and laboratory exercises. PREREQ: GP 301, GP 410G.

GP 525 EARTHQUAKE SEISMOLOGY (3-0-3) (F). Earthquake source theory; waves from a point dislocation source in a radially symmetric Earth, reflection and refraction at a plane interface, surface waves, free oscillations, theory of the seismograph, interpretation of seismograms, travel-time curves, hypocenter determination, fault-plane solutions, magnitude, properties of the Earth's interior, seismotectonics and seismic hazards. Field and laboratory exercises. PREREQ: GO 101, M 331.


GP 535 TECTONOPHYSICS (3-0-3) (F). Application of physics and mathematics to investigation of tectonic processes. Basic continuum mechanics, heat transfer, and fluid mechanics. Elastic flexure of the lithosphere, cooling of oceanic lithosphere, thermal and subsidence history of sedimentary basins, frictional heating on faults, thermal structure of subducted lithosphere, isostatic compensation, postglacial rebound, creep in rocks, mantle convection. Project and report required. PREREQ: PERM/INST.

MASTER OF ARTS IN HISTORY

Telephone (208) 385-1255

The M.A. degree in History at BSU prepares students for advanced work in the field of history. Established in 1977, the M.A. program in History is based upon a solid, committed faculty and multiple resources. Faculty and library strengths enable students to specialize in the fields of European, Third World, North American, Ancient and Medieval, Religious, International, Women's, Western and Public history. Besides a faculty rich in its diversity and talents, the location of the university in the capital city of Idaho gives students access to the State Archives, Idaho State Historical Museum, the state's Law Library, the Survey Research Center, the Frank Church Archive, and other research facilities. The BSU library has a collection of almost 400,000 bound volumes and periodicals and subscribes to more than 4,500 serials. It is also a selective U.S. Government and Canadian document depository, as well as an Idaho State depository. The interlibrary loan system makes the holdings of other excellent collections accessible to BSU students. Several large corporations with home offices in Boise have opened their archives to students and faculty doing research on department-supported topics.

MAJOR FIELDS OF EMPHASIS

With thirteen permanent and many adjunct faculty, the Department of History offers courses in a wide variety of topics in European, Third World and North American history. In addition to covering these traditional areas, the department emphasizes the following fields:

Ancient and Medieval Studies
Students may concentrate on the ancient Roman, early Christian, or medieval European eras; and a broader program spanning the ancient through Renaissance periods. Graduate courses in these fields deal with Augustus and the Golden Age of Rome, Constantine and the Late Roman Empire, Medieval Church and State Relations, the Crusades, High Medieval Culture, and The Italian Renaissance. Courses in Greek and Latin are offered by department faculty; and related courses in ancient and medieval art, literature, philosophy, and music are taught in other departments offering a broad cultural approach to these fields.

Religious History
The History Department offers programs in comparative religious history which includes studies in Asian and Middle Eastern as well as Jewish and Christian traditions, and the history of Christianity from ancient Roman to modern American times. Courses are taught in Early, Medieval, Reformation, and Modern American Christianity; the Islamic Middle East, Living Religions, Women, Society, and Religion, Religion and Politics, and American Religious Nationalism. Emphasis is on the integral role that religion has played in society and culture through the ages.

International History
The international history program emphasizes the interactions of cultures, states and peoples of Asia, Africa, Latin America and the Middle East with each other and with North America and Europe. Numerous seminar topics are offered each year such as: History of Inter-American Relations, European Diplomatic History, United States Diplomatic History, History of the Cold War, Origins of the Gulf Crisis, The War in Vietnam, and many others.

Women's History
The study of women's history as a field of emphasis is designed to introduce students to the contributions and significance of women's past experiences. It also uses materials and methods which increase an awareness of the importance of women's many roles and expands students' horizons beyond those set by gender-based stereotypes. Students may select from a variety of courses such as Introduction to Women's History, Women in America, Women in the American West, Women and Religion, Witchcraft in Europe, Women and War, and Women and Autobiography, among others.

Western and Public History
The study of the American West at Boise State stresses the diversity of the region and the practical value of scholarly research. Topics include Natural Resources and Environmental History, Western Women, American Indians, Exploration, Museums and Archives, and Historic Preservation. Team research projects, a variety of internships, and cultural events at the Hemingway Center of Western Studies broaden the learning experience. Library holdings are extensive. In 1988 the program received the Bureau of Land Management's "Outstanding Service Award."

Graduate faculty are deeply involved in research and writing in their respective fields of emphasis. The Department of History encourages a collegial atmosphere in which students and faculty work closely together. Its main goal is to prepare students for further study or for a successful career in history.

APPLICATION PROCEDURES

Application for admission to the History graduate program may be made at any time. It is recommended, however, that the prospective student make application at the Graduate Admissions Office at least one full semester prior to expected enrollment. At that time the student will pay the application fee, fill out an application form and make provision to have transcripts from all schools of higher education previously attended sent directly to Boise State University Graduate Admissions office.

Applicants must also send directly to the History Department Graduate Coordinator a letter of application explaining why the student wishes to be admitted, a sample of the applicant's writing skills (seminar paper, senior thesis, or published article) and at least two letters of recommendation from persons competent to judge the
applicant’s potential for graduate study in history. The History Department will take no action on the application until all of the above materials have been submitted. Applicants who wish to be considered for financial aid should complete applications by March 1 of the academic year prior to their first enrollment in the history M.A. program.

ADMISSIONS

Admission will normally be granted to applicants who hold a bachelor’s degree in history, or its equivalent, from an accredited institution or who have a strong history background (more than 20 semester credits) within their bachelor program. Those students without a strong history background may be required to remove deficiencies before admission.

Applicants for regular status in the History Graduate program must have maintained a GPA of at least 3.00 overall, a 3.20 in history and a 3.20 overall for the last two years of undergraduate study. Students not meeting minimum requirements for regular status are encouraged to apply for provisional status.

Applicants must also be aware that some areas require foreign language skills or some other research tool.

PROGRAM REQUIREMENTS

The Master of Arts in History will consist of a minimum of thirty-three hours, planned by the student in conjunction with the student’s advisory committee (or, before the committee is established, the director of graduate studies). The student will establish an advisory committee as soon as possible, normally during the first semester enrolled. A history student completing an emphasis in ancient, early Christian, or medieval history may be required by his or her committee to take up to nine undergraduate credits in advanced, classical languages.

Required courses: 6 hours. All students will take two core courses, including HY 500 (3 hours), Historians and Historical Interpretation, and one of the following three courses:

- HY 512 (3 hours), Sources of Western Traditions, or
- HY 513 (3 hours), Sources of Non-Western Traditions, or
- HY 520 (3 hours), Sources of American Values.

This second core course should be chosen to support the student’s major field.

Major field. 12-24 hours. All students will, in conjunction with their advisory committee, plan a major field within the department of history of at least 12 hours. The major field should be chosen from regularly scheduled course offerings and seminars, supplemented as needed by individually crafted Reading and Conference (HY 595) and Directed Research (HY 596) courses. If the student and his or her committee decide not to present a minor field, the major field will consist of at least 21 hours, 24 if the project option is chosen.

Minor field. 9 hours. Depending on the nature of the field and the program developed by the student and her or his committee, the student may also take a supporting minor field of at least 9 hours.

Thesis or Project option. 3-6 hours. The student must decide, with the advice and consent of her or his committee, whether to present either a Thesis (6 hours) or a Project (3 hours). In either case, the first formal step toward the thesis or project is to prepare a prospectus which must be approved by the committee no later than the tenth week of the first semester registered for thesis or project credit. Regardless of which option is selected, the candidate for the M.A. must publicly defend the thesis or project at an oral examination scheduled by his or her advisory committee.

A typical program would look like this:

A. Thesis option (33 hours)
- Core courses ........................................... 6
- Major field ............................................ 12
- Minor field ............................................ 9
- Thesis .................................................. 6

B. Project option (33 hours)
- Core .................................................... 6
- Major field ............................................ 15
- Minor field ............................................ 9
- Project .................................................. 3

COURSE OFFERINGS

HY HISTORY

HY 334G UNITED STATES SOCIAL AND CULTURAL HISTORY (3-0-3) (F/S). Selected themes from colonial times to the present. The nature and meaning of the national experience, customs, traditions and intellectual developments. HY 151, HY 152 recommended. Alternate years.

HY 423G EUROPEAN DIPLOMATIC HISTORY 1871-PRESENT (3-0-3) (F/S). Major problems in European diplomacy since 1871; search for security after unification of Germany; potential collapse of Ottoman Empire, imperialism in Africa and Asia, alliance systems, origins of World Wars One and Two, cold war and merging of European diplomacy into world diplomacy. Alternate years.

HY 500 HISTORIANS AND HISTORICAL INTERPRETATION (3-0-3). A study of major historians and schools of historical interpretation from Ancient Greece to the twentieth century. Discussion concentrates on written history and the problems of interpretation. Oral and written participation and a major paper are required. PREREQ: admission to graduate program or PERM/CHAIR.

HY 512 SOURCES OF WESTERN TRADITION (3-0-3). Selected topics in the History of Western thought beginning with the Classical Greeks through the present era. A study of intellectual and cultural trends reflected in the western philosophical tradition, both secular and religious. PREREQ: Admission to the graduate program or PERM/CHAIR.

HY 513 SOURCES OF NONWESTERN TRADITION (3-0-3). Selected topics dealing with the problems and possibilities of the historical study of societies other than one’s own, with special re-
HY 520 SOURCES OF AMERICAN VALUES (3-0-3). The origins of American thought and culture, the Puritan mind, enlightenment ideas, the intellectual climate of the new nation, and an exploration of American values on the eve of the Civil War; laissez-faire capitalism thereafter and the reaction to industrialism. PREREQ: Admission to graduate program or PERM/CHAIR.

HY 580 GRADUATE SEMINAR IN U.S. HISTORY (3-0-3). Critical analysis of source materials and historical literature on topics of restricted scope in U.S. History. Emphasis will be placed on reading, discussion, writing and research. Reports and discussion on various aspects of the controlling subject will be performed by the students with the assistance of the instructor. PREREQ: Admission to the graduate program or PERM/CHAIR.

HY 581 GRADUATE SEMINAR IN EUROPEAN HISTORY (3-0-3). Critical analysis of source materials and historical literature on topics of restricted scope in European history. Emphasis will be placed on reading, discussion, writing and research. Student participation in discussion and reports is expected. PREREQ: Admission to graduate program or PERM/CHAIR.

HY 582 GRADUATE SEMINAR IN THIRD WORLD HISTORY (3-0-3). Critical analysis of source materials and historical literature on topics of restricted scope in Third World history. Reports and discussion on various aspects of the topic under consideration will be performed by the students under the direction of the instructor. Emphasis will be placed on reading, discussion, research and writing. PREREQ: Admission to graduate program or PERM/CHAIR.

HY 590 PRACTICUM/INTERNSHIP
HY 591 PROJECT (3 credits).
HY 592 HISTORY COLLOQUIUM (3 credits).
HY 593 THESIS (6 credits).
HY 594 WORKSHOP

HY 595 READING AND CONFERENCE (Variable 1 to 3). A rigorous reading course designed to fit the personal interests of the student in collaboration with the directing faculty member. It is not intended to duplicate courses already taught in a classroom setting, but to supplement those offerings. Requirements will be established by the directing instructor based on the difficulty of material to be analyzed and the number of credits to be granted.

HY 596 DIRECTED RESEARCH (3-0-3). The purpose of this course is to provide the student with an opportunity to do individual research on a topic within one of the areas of specialization offered by the department. While it is expected that a research paper will result from this work, the directing faculty member will determine the requirements for the course.

HY 597 SPECIAL TOPICS.
HY 598 HISTORY SEMINAR (3 credits).

Incompletes in any graduate course, except thesis (HY 593) and project (HY 591), will be granted only under extraordinary circumstances and the work must be made up before the student will be allowed to register for a subsequent semester. Students wishing to take an overload (more than 9 graduate credits) must secure written permission from their advisory committee chair, the director of graduate studies, and the department chair.
TLF classes are delivered through a combination of media in addition to the medium of computer conferencing. For example, for any given course, the media used might include printed materials, videotapes, audio tapes, computer-assisted instruction, computer programs, data bases, slow-scan video, facsimiles, and personal telephone contact.

The distance option of the IPT program uses the same admission standards and required courses as the on-campus option. However, the course fees are higher than for on-campus classes, special equipment is required, and course offerings are scheduled through Continuing Education. The reason for the additional cost is that the TLF courses are entirely self-sustaining and are not state-tax subsidized. TLF courses are available to on-campus students if they choose to pay the additional expense. (TLF courses do not follow the normal schedule indicated in the course descriptions below; schedules for TLF courses are available in an official release from Continuing Education.)

In order to be admitted to the distance option, applicants must own or have convenient access (a minimum of 2 hours per day, 5 days per week) to a complete computer system which includes the following components: a fully IBM-compatible 386 (or better) computer; VGA graphics capability or better; and at least 10 megabytes of free space available on a hard disk drive (this means applicants must have at least a 20 megabyte hard drive); DOS 5.0, or higher; a Hayes-compatible 9600 BAUD modem; and a 3.5" high density (1.44 MB) floppy drive. Distance students are encouraged (but not required) to gain access to a fax machine for both sending and spontaneous receiving.

The distance option is fully accredited by the Northwest Association of Schools and Colleges (NASC). Distance students in the program have been enthusiastic about the rigor and value of their academic experience. The distance option clearly meets the needs of busy professionals who are seeking to increase their knowledge, skills, and credibility in the training profession but cannot relocate to attend traditional courses.

Admission Criteria: Admission decisions will be based on the following information:
1. Documented evidence of an earned baccalaureate degree from an accredited institution.
2. A minimum GPA of 2.75 overall or 3.0 for the last two years of course work at accredited institutions (all course work must be verified by official transcripts). If a person fails to meet the GPA requirement, that person may apply for special consideration for provisional admission.
3. A minimum score of 50 on the Miller Analogy Test (MAT).
4. Appropriateness of background experience and of the fit between the prospective student's career goals and what the IPT program offers.

Academic Scholarship Requirement: The IPT program has academic requirements that go beyond those of the Graduate College. Grades below B in required or elective courses cannot be used to meet the requirements of the M.S. degree in IPT. A student who earns a grade of C in a REQUIRED course will be required by the Program Committee to retake the course, or to take another course deemed to be equivalent in purpose. With special permission of the Program Committee, a student may apply 3 ELECTIVE credits of C toward the degree.

Core Requirements:
- Intro Instructional & Performance Technology IP 536 ....3
- Instructional Design IP 537 ........................................3
- Evaluation Methodology IP 530 ..................................3
- Instructional Theory TE 582 ......................................3
- Instructional Courseware Design TE 538 ......................3
- Delivery Technology for Instruction IP 550 ....................3

Core Requirements subtotal 18

Thesis Option:
- Electives ............................................................9
- Thesis IP 593 .......................................................6

or

Project Option:
- Electives ............................................................9
- Project IP 591 .......................................................6

or

Non-thesis Option
- Electives ..........................................................15
- Comprehensive Examination ......................................15
- Option Requirement subtotal 15

PROGRAM TOTAL 33

*See pages 55 and 56 for course descriptions.

In order to complete the project or thesis options, students are required to be in residence on campus for at least one semester during which they are enrolled in IP 591 (project) or IP 593 (thesis). Consequently, students in the distance education IPT program will either need to come to campus to participate in the project/thesis option, or they may pursue the non-thesis option with no obligation to be on campus at any time.

Electives:
- Appropriate electives will be selected by the student and his/her advisor based on an evaluation of the student's educational and professional goals.

Suggestions:
- Applications of Learning Styles in Instructional & Performance Technology IP 540 ......................3
- Fund of Educ Research TE 551 .................................3
- Human Factors Engineering IP 561 ............................3
- Artificial Intelligence Applications for Instruction IP 539 ....................................................3
- Management Concerns for Performance Technologists IP 571 .............................................3
- Directed Research IP 596 ........................................3
- Practicum/Internship IP 590 ....................................3
- Selected Topics in Instructional Technology IP 583 ....3
- Special Topics IP 597 .............................................3
- Advanced Technical Communication E 512 .............3
COURSE OFFERINGS

IP INSTRUCTIONAL/PERFORMANCE TECHNOLOGY

IP 520 VIDEO DELIVERY SYSTEMS (3-0-3) (Demand). Students will investigate the video and audio applications of technology for instruction such as Instructional Television Fixed Service (ITFS), teleconferences, and educational television. PREREQ: PERM/INST.

IP 530 EVALUATION METHODOLOGY (3-0-3) (SU). Students learn how to use methods of inquiry and analysis to evaluate the effectiveness of instructional or performance improvement programs. They explore various models of both formative and summative evaluations and ways to implement the results of such research efforts.

IP 536 INTRODUCTION TO INSTRUCTIONAL AND PERFORMANCE TECHNOLOGY (3-0-3) (F). This course provides students with an overview of the field of Instructional and Performance Technology, its products and processes. Students learn the historical, philosophical, and theoretical foundations of the field.

IP 537 INSTRUCTIONAL DESIGN (3-0-3) (F). This course gives an overview of several models for instructional systems design and examines the processes involved in designing instructional interventions, such as analyzing instructional needs, determining and organizing content and process, selecting appropriate media, evaluating, and revising. PREREQ: IP 536 or PERM/INST.

IP 539 ARTIFICIAL INTELLIGENCE APPLICATIONS FOR INSTRUCTION (3-0-3) (Demand). This course provides students with an overview of artificial intelligence and an introduction to expert systems. Students learn how expert systems can be used to increase the efficiency and effectiveness of instruction and performance interventions.

IP 540 APPLICATIONS OF LEARNING STYLES IN INSTRUCTIONAL AND PERFORMANCE TECHNOLOGY (3-0-3) (F). An examination of the character features of several learning/cognitive styles and their relation to abilities and performance in the application of Instructional and Performance Technology. Topics include the stylistic preferences for difference learning environments, curriculum and media materials, instructional and testing methods, and the implications of different student/teacher styles for instructional design.

IP 550 DELIVERY TECHNOLOGY FOR INSTRUCTION (3-0-3) (F). Students investigate the applications of various types of media and technology to instruction and performance intervention. Special emphasis is placed on video applications. PREREQ: IP 537 or PERM/INST.

IP 561 HUMAN FACTORS ENGINEERING (3-0-3) (Demand). This course provides a basic introduction to the design of performance environments (including human-machine interfaces). Students learn principles of work and learning system design that help to improve human performance.

IP 571 MANAGEMENT CONCERNS FOR PERFORMANCE TECHNOLOGISTS (3-0-3) (Demand). This course provides students with an exposure to current topics in management which are related to understanding performance systems.

IP 583 SELECTED TOPICS IN INSTRUCTIONAL TECHNOLOGY (3-0-3) (Demand). Students explore issues and topics of current interest. Content will be revised continually to reflect current developments in the field of instructional & performance technology. PREREQ: IP 536 or PERM/INST.

IP 590 PRACTICUM/INTERNSHIP (Variable).

IP 591 PROJECT (0-V-6).

IP 593 THESIS (0-V-6).

IP 596 DIRECTED RESEARCH (Variable). Master's programs may include directed research credits at the discretion of the graduate student's supervising professor or committee. A student may earn a maximum of 9 semester hours with no more than 6 in a given semester or session.
MASTER OF ARTS OR SCIENCE IN INTERDISCIPLINARY STUDIES

GENERAL INFORMATION
Boise State University offers a Master of Arts/Master of Science degree program in Interdisciplinary Studies. In consultation with faculty, students may combine courses from more than one school or college or more than one department to create an individualized pattern of educational experience. The program is designed for mature students who wish to continue education at the graduate level but do not seek specialized training concentrated in a major area. This program is not a substitute for the traditional master's degree; rather, it is intended for students with broader interests in several fields or those whose career goals do not match fully with a single identifiable academic unit or department. Emphasis is placed on continued intellectual and cultural development in a constantly changing society where new career interests may extend over several traditional specializations.

The Interdisciplinary Studies Program is administered by the Graduate College, housed in the College of Arts and Sciences and directly supervised by the Director of Interdisciplinary Studies. A university-wide Interdisciplinary Studies Committee consisting of the Graduate Dean and one member from each academic College oversees the program. The Director of Interdisciplinary Studies serves as the chair of that committee. Each student in the program will also have a graduate committee composed of three faculty members from the disciplines making up the interdisciplinary program. The student's graduate committee will have the responsibility of helping the student select his or her program of study and will recommend to the Interdisciplinary Studies Committee that it be accepted as the student's formal program of study. The Interdisciplinary Studies Committee shall be responsible for approving the members of the student's graduate committee and approving the student's program of study.

ADMISSION REQUIREMENTS
1. File an application for admission to the Graduate College in room MG 141, and request official transcripts from each institution attended previously to be sent directly to the Graduate Admissions Office.
2. The standard admission policy for applicants to the BSU Graduate College will be followed.
3. The applicant must submit an application for entrance into the Interdisciplinary Studies Degree Program to the Director of Interdisciplinary Studies in room SN 106.
4. The applicant must have an undergraduate cumulative GPA of 3.00.
5. The applicant must submit to the Director of Interdisciplinary Studies a three page written justification and rationale of why the courses are included in his or her program of study and how they will enable the applicant to accomplish identified intellectual, professional, or vocational goals.
6. The student's graduate committee and proposed program of study must be approved by the Boise State University Interdisciplinary Studies Committee before the completion of 6 credits towards the program.

DEGREE REQUIREMENTS
Each program is developed individually according to the student's interests and background but must be intellectually defensible and clearly interdisciplinary in nature. The following must be incorporated into the program:
1. Course work must be selected from a minimum of two academic areas.
2. As many as 11 credits of 300G or 400G courses may be applied toward the program.
3. Courses may not be challenged for credit: if comparable content can be demonstrated, other courses will be substituted. No more than 9 transfer credits will be accepted toward the program.
4. The degree will consist of a total of 33 credits, of which no more than 16 credits may be earned in the College of Business. Students may select from a thesis/project or from a written examination option. The thesis/project will carry 6 credits.
5. For those students selecting the examination option, the student's graduate committee will draw up the examination questions. Following the written examination, the student will meet with the committee for an oral review of the results.
6. For students selecting the thesis/project option, upon completion of the work, the student will meet with his or her committee for a final review of the work.
7. The thesis/project option and the examination option must both require the student to draw critically upon the two or more disciplines studied and to integrate disciplinary insights.
8. All work offered toward the MA/MS degree program in Interdisciplinary Studies must be completed within a period of seven years.

PROCEDURES
Following an interview, the Director of Interdisciplinary Studies will assist the students in forming a graduate committee. The student will develop the program with the committee; the Interdisciplinary Studies Committee (composed of one representative from each academic College and the Graduate Dean) will judge whether the plan is in keeping with the policies established, and approve said plan for acceptance for the degree. Revisions to the plan of study must be approved by the student's graduate committee chair, the Director of Interdisciplinary Studies, and the Graduate Dean.

Deadlines for submission of the proposed program of study to guarantee a decision by the Interdisciplinary Studies Committee by registration time for the following semesters are: October 1st for the Fall Semester and March 1st for the Spring Semester.
MASTER OF MUSIC

Telephone (208) 385-1216

The Department of Music is housed in the beautiful Morrison Center for the Performing Arts, with state-of-the-art performance, rehearsal, and recording facilities, including a 2000-seat concert hall and a 200-seat recital hall. Several Steinway pianos, including a 7' and a 9' grand, are the generous gifts of Mr. and Mrs. William K. Dunkley and Dunkley Music Company of Boise. The J. W. Cunningham Memorial Organ, a three-manual Austin Organ of 46 ranks and 59 registers, given to the University by Laura Moore Cunningham, is housed in the Hemingway Western Studies Center. The Department also owns a double-manual Flemish harpsichord by Peter Fisk. A full-time faculty of twenty serves an undergraduate program of about 175 music majors and 20 graduate students, and offers a full range of vocal and instrumental expertise, with the assistance of many professional adjunct instructors.

Chair and Professor: James D. Cook; Professors: Baldassarre, Baldwin, Berg, Hsu, Parkinson, Rozmajzl; Associate Professors: Belfy, Bratt, Brown, C. Elliott, Mathie, Oakes, Samball, Schroeder, Thomason, Wells; Assistant Professors: Maynard, Purdy.

DEGREES OFFERED

MM with Emphasis in Music Education
MM with Emphasis in Performance/Pedagogy

ADMISSION REQUIREMENTS

Admission will be granted to applicants who hold a Bachelor’s degree in music (BM, BA or BS with music major) from an accredited college or university and who give promise of meeting the standards set by the Department of Music.

PREDICTIVE EXAMINATION

Before a graduate student can be admitted to regular status, predictive examinations in music history and music theory (and also in music education for Music Education Emphasis students) must be completed. The purpose of predictive examinations is to determine the student’s strengths and weaknesses so that an individual academic program can be formulated that will best serve the student’s needs. Any course used to remove deficiencies does not count toward the degree. A student who has any deficiencies will be granted Provisional Status in the graduate program. When all deficiencies have been removed, the student may then seek Regular Status. A description of the material covered on these examinations is available from the Department of Music.

MASTER OF MUSIC, MUSIC EDUCATION

Graduation Requirements: (Total 36-39 credits) 36 credits minimum, stipulated below, are required for graduation. The actual number of credit hours may vary depending on the needs of individual students as determined by the results of predictive examinations. Candidates are required to establish an area of emphasis in one of the following: elementary, choral, or instrumental music education.

1. Core Courses ................................................ 12
   - Intro to Music Research MU 503 ....................... 3
   - New Developments in Music Education MU 570 ...... 3
   - History & Philosophy of Music Education MU 576.3
   - Issues in Education TE 570 ............................. 3

2. Non-Music Education Courses ............................ 12
   - Music Theory* ........................................... 3
   - Music History* ....................................... 3
   - Private Music lessons (2 semesters minimum) ....... 4
   - Music Ensemble ......................................... 2

3. Music Electives
   A. 6 credits in the student’s area of emphasis:
      elementary general music, choral music, or
      instrumental music
   B. 3 credits additional approved electives in music
   C. No more than four (4) workshop elective credits, of
      which one may be a music conference credit, may be
      applied towards the degree.

4. Comprehensive Examination
   A written comprehensive examination in music must
   be completed prior to registration for the student’s
   culminating activity. This exam will be tailored to
   each student’s graduate course work.

5. Oral Examination
   If needed, an oral examination relating to the written
   comprehensive examination or to the culminating ac-
   tivity may be requested at the discretion of the candi-
   date’s Committee.

6. Culminating Activity (3-6 credits from one of the
   choices listed below)
   A. Lecture-Recital MA 544 ................................. 3
   B. Project MU 591
      1) Culminating Paper ................................ 3
      2) Research in Selected Topics
         (20 questions: 4 areas) ......................... 3
      3) Thesis MU 593 .................................. 6

*Total Music Theory and Music History credits earned may include,
but not be limited to Special Topics.

MASTER OF MUSIC, PERFORMANCE/PEDAGOGY

The Master of Music degree Performance/Pedagogy Emphasis is designed to meet the needs of music specialists who aspire to music performance careers,
private studio teaching, collegiate applied teaching, and further graduate study in performance and/or pedagogy at the doctoral level.

Audition Requirements: Students seeking admission to the Performance/Pedagogy Emphasis must perform a satisfactory audition, in person, before the performance faculty of their major performance area (keyboard, winds, strings, etc.). Audition details are available from the faculty of his/her major performance area (keyboard, winds, strings, etc.).

Graduation Requirements: 31-32 credits minimum, stipulated below, are required for graduation. The actual number of credit hours may vary, depending on the needs of individual students as determined by the results of predictive examinations.

The Performance/Pedagogy Emphasis contains two options: Performance or Pedagogy. Requirements vary with each option, as stated below:

1. Core Courses .............................................12
   Intro to Music Research MU 503 ..........................3
   Music Literature of Major Instrument MU 557 ..............3
   Music Theory Elective* .....................................3
   Music History Elective* .....................................3

2. Performance Option Courses ..................................17
   Pedagogy I, II MU 563, 564 or additional Music History* and/or Music Theory* ......................6
   Additional Graduate level music elective .................3
   Private lessons on major instrument MC 5 4 ...........8
      (2 semesters minimum: private lessons must be
taken each semester of residency)
   OR
   Pedagogy Option Courses ................................13-16
   Pedagogy I, II MU 563, 564 ...............................6
   Additional Music History* and/or
   Music Theory ...................................................3-6
   Private lessons on major instrument MC 5 2 ...........4
      (2 semesters minimum: private lessons must be
taken each semester of residency)

3. Performance Option Culminating Project ......................3
   Graduate Solo Performance Recital MA 546 ............3
   or
   Pedagogy Option Culminating Project (1, 2, or 3) ...... 3-6
   1) Graduate Solo Performance Recital MA 546 ..........3
   2) Lecture/Recital exploring or demonstrating
      an aspect of teaching MA 544 .........................3
   3) Thesis MU 593 .............................................6

4. Performance/Pedagogy Comprehensive Review
   After successful completion of the culminating project, the student's committee will administer a written examination consisting of three questions, one from each committee member. The questions will cover areas of the student’s recital or culminating project and coursework taken toward the degree. After satisfactory completion of the written examination, the committee will meet with the student for an oral examination.

   TOTAL 31-32

*Total Music Theory and Music History credits earned may include but not be limited to Special Topics.
ME 520 INSTRUMENTAL ENSEMBLE (0-V-1)(F/S). Used for concert band, percussion ensemble, keyboard ensemble, and whatever else needed, by section number.

MU MUSIC, GENERAL

MU 410G ADVANCED FORM AND ANALYSIS (2-0-2)(S). Analysis of harmonic and formal structures of the larger binary and ternary forms; the sonata, the symphony, the concerto, Baroque forms. PREREQ: MU 223 or equivalent or PERM/INST.

MU 423G SIXTEENTH CENTURY COUNTERPOINT (3-0-3)(F). Study of 16th century compositional techniques. Compositions will be written in 2 to 4 voices, 5 species, C clefs and Latin texts. Analysis/listening of music of the period. Additional compositions and/or research for graduate credit. PREREQ: MU 220 or equivalent. Odd numbered years.

MU 424G COUNTERPOINT SINCE 1600 (3-0-3)(F). Study and writing in contrapuntal styles from Baroque Period to present day. Invertible counterpoint, canon, fugue, invention, analysis of procedures in representative works. Additional compositions and/or research for graduate credit. PREREQ: MU 220 or equivalent. Even numbered years.

MU 465G DICTION FOR SINGERS I (2-0-2)(F). A course designed for signers, devoted to the understanding of the IPA (International Phonetic Alphabet) system and the learning of the rules of pronunciation in Italian, Latin and Spanish languages. Graduate students will additionally transcribe an entire song cycle or the songs of a proposed graduation recital. Strongly recommended for all voice majors. Odd numbered years. PREREQ: 1 year of private studio voice.

MU 466G DICTION FOR SINGERS II (2-0-2)(S). A continuation of MU 465 Diction for Singers I, with emphasis on German, French and English languages. Graduate students will additionally transcribe an entire song cycle or the songs of a proposed graduation recital. Strongly recommended for all voice majors. Even numbered years. PREREQ: MU 465 or PERM/INST.

MU 501 HISTORY OF MUSIC IN THE UNITED STATES (3-0-3)(F/S). Designed for either the non-specialist or specialist in music, this course will survey the role which music has played in the development of American culture. Among the topics covered will be early New England music, music of the Blacks, Indians, and other ethnic groups. Social and historical interrelationships with music will be examined and discussed.

MU 503 INTRODUCTION TO MUSIC RESEARCH (3-0-3)(F/S). This course will provide an introduction to the basic research literature pertinent to the student's major area of emphasis; an interpretation of research findings; and the means to develop skills and techniques needed for the writing of an extended research paper, thesis and/or dissertation, articles for publication and book/performance reviews.

MU 505 SEMINAR IN CHORAL MUSIC: PERFORMANCE PRACTICES AND STYLES (3-0-3)(F/S). An historical, generic survey of the repertoire in choral literature. Emphasis will be placed on facets of interpretation through a study of representative compositions from the standpoint of performance practice, analytic techniques, and the reading of primary sources of pertinent information.

MU 506 SEMINAR IN INSTRUMENTAL MUSIC: PERFORMANCE PRACTICES AND STYLES (3-0-3)(F/S). Analysis and study of works from the Baroque through the present era. Particular attention will be paid to performance practices of ornamentation, style, tempo, scoring, dynamics, etc. Band transcriptions also included.

MU 511 20th CENTURY MUSICAL STUDIES (3-0-3)(F/S). A study of 20th century compositional techniques and performance practices through analysis, discussion of aesthetics, listening, performance, and creative writing. Contemporary techniques (and their notation), such as quartal harmonies, serialization, improvisation, electronic music, microtones, and multi-media, will be explored and their application to the secondary school music classroom will be discussed.

MU 512 ELECTRONIC MUSIC APPLICATIONS (3-0-3)(F/S). A historical overview of electronic music and music technology. Hands-on experience with digital and analog synthesizers, effects processors, sampling, tape decks, computers and related software, and MIDI. Emphasis will be placed on the application of fundamental techniques of electronic music to creative composition.

MU 551 SEMINAR IN MEDIEVAL THROUGH BAROQUE PERFORMANCE PRACTICES (3-0-3)(F/S). The study of music literature in Western Europe from the late Middle Ages through the Baroque period through the historical survey of performance practices and their practical application.

MU 552 SEMINAR IN MODERN MUSIC: FORM AND STYLE (1750-1980) (3-0-3)(F/S). The study of art music in the Western World from 1750 through the present, with emphasis on selected masterworks, including score analysis, performance practice, textual background and historical context.

MU 557 MAJOR INSTRUMENT LITERATURE (3-0-3)(F/S). Advanced survey of the major instrument literature. The student will prepare a research paper on several typical or important works in the repertoire.

MU 561 ADVANCED CONDUCTING (3-0-3)(F/S). Designed for secondary music teachers, this course provides opportunity to discover and analyze technical conducting problems, both instrumental and choral, in music of the various historical eras, which forms a significant part of the secondary school repertoire.

MU 563 MAJOR INSTRUMENT PEDAGOGY I (3-0-3)(F). An advanced and in-depth investigation of pedagogical techniques, materials and principles used in the private teaching studio. Readings in the philosophy of teaching will be included.

MU 564 MAJOR INSTRUMENT PEDAGOGY II (3-0-3)(S). Development of lesson plans and supervised studio teaching in both private and group settings. Recommended preparation: MU 563.

MU 570 NEW DEVELOPMENTS IN MUSIC EDUCATION (3-0-3)(F/S). Designed to acquaint the music specialist with recent ideas in music education, including major trends in curriculum, new methodology, music in integrated courses, and reports of major conferences and symposia.

MU 571 ADVANCED PRACTICES AND PRINCIPLES IN TEACHING MUSIC IN THE ELEMENTARY SCHOOL (3-0-3)(F/S). Designed for the general classroom teacher or music specialist, the course deals with old and new approaches to teaching music in the classroom, teaching materials, current research on problem singers, creative musical activities, and the development of music reading skills. PREREQ: MU 371 or PERM/INST.

MU 572 LISTENING AND SINGING EXPERIENCES FOR THE ELEMENTARY SCHOOL (3-0-3)(F/S). Designed for the general
classroom teacher or music specialist, the course deals with the study of singing and listening materials relevant to classroom music, K-6. Sequential curriculum plans will be developed for singing and listening experiences. PREREQ: MU 371 or PERM/INST.

MU 573 ADVANCED METHODS AND TECHNIQUES FOR THE INSTRUMENTAL INSTRUCTOR (3-0-3)(F/S). A study of causes and solutions for problems occurring in the instrumental rehearsal. Areas to be covered include instrumental methods and techniques, organization and repertoire planning.

MU 574 ADVANCED METHODS AND TECHNIQUES FOR THE CHORAL INSTRUCTOR (3-0-3)(F/S). A study of causes and solutions for problems occurring in the choral rehearsal. Areas to be covered include vocal methods and techniques, organization and repertoire planning.

MU 575 ADMINISTRATION OF SCHOOL MUSIC (3-0-3)(F/S). A seminar in problems of music supervision and administration covering areas such as budget, scheduling, curriculum, personnel and philosophy.

MU 576 HISTORY AND PHILOSOPHY OF MUSIC EDUCATION (3-0-3) (F/S). Includes both an introduction to the history of music education in the United States, from colonial New England to the present; and alternate views about the philosophy of music, including aesthetic experience, aesthetic education, and the nature and meaning of music.

MU 591 PROJECT (0-V-3). Details for the culminating project can be found in requirements for Master's degree in secondary education, music emphasis.

MU 593 THESIS (0-V-6). A scholarly paper embodying results of original research which are used to substantiate a specific view.

MU 596 DIRECTED RESEARCH

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**Master of Public Administration**

Telephone (208) 385-1476

In 1984 the State Board of Education designated Boise State University as the primary emphasis institution for public affairs education within the State of Idaho. The Master of Public Administration program is an important component of BSU’s public affairs commitment.

The Master of Public Administration (MPA) is a professional graduate degree designed to prepare students for positions of leadership in public service. Professionals in all levels of government, nonprofit organizations, and private sector governmental affairs departments take advantage of the general administrative and policy analysis skills offered by the MPA program. The curriculum also provides the theoretical and practical dimension of public management necessary to assist students seeking public service careers. Two areas of emphasis are offered leading toward the MPA degree: (1) general public administration; and (2) environmental and natural resources administration.

**Admission to the MPA Program**

Admission to the MPA program involves two steps. The first is admission to the Graduate College. Students must submit a graduate application to the Graduate Admissions Office. After submitting the graduate application, applicants receive a certificate of admission to enroll in courses at BSU. This certificate of admission is a PREREQUISITE to admission into the MPA program, but does not by itself guarantee admission into the MPA program. (The student is advised to consult the Graduate College section of this catalog for more detail, including requirements for admission to the Graduate College.)

The second step is admission to the MPA program. All applicants to the MPA program must meet the following requirements prior to enrollment in MPA courses:

1. Meet with an advisor in the Public Affairs Program to discuss the admission process, the applicant’s career interests, and reasons for seeking admission to the MPA program.
2. Possession of a baccalaureate degree from an accredited institution.
3. Demonstration of satisfactory academic competency by attaining an overall GPA of at least 3.0 and a minimum combined 1000 on the Graduate Record Examination (GRE) verbal and quantitative sections.
4. Submittal of official transcripts from all previous academic institutions to the Graduate Admissions Office.
5. Submittal of three letters of reference, in which the applicant’s academic potential is evaluated, to the Public
 Affairs Program Director, Boise State University, 1910 University Drive, Boise, ID 83725.

6. Submittal of the MPA Data Form, and a formal statement of at least 500 words explaining the applicant’s educational and career objectives.

7. Completion of the following academic prerequisites (through academic course work or approved equivalent experience):
   A. American National Government (3 semester credits).
   B. State and Local Government (3 semester credits).

Applicants who do not meet all of the above requirements MAY be recommended by the MPA Admissions Committee for admission with provisional graduate status. However, these students must remove the deficiencies stipulated by the Admissions Committee and approved by the Graduate Dean before they will be recommended for regular graduate status.

MPA students must successfully complete at least 33 semester credit hours of approved MPA course work. Some students may also be required to complete the public service internship, which is explained below. Eighteen semester credit hours are in courses selected from the prescribed core courses. The fifteen additional semester credit hours are in the student’s area of emphasis.

As a final project, all MPA students must complete three credits of directed research (included in the 15 credits of emphasis) and take the written and oral comprehensive exams based on their course work.

Transfer of Graduate Courses: Because of a cooperative agreement made with Idaho State University and the University of Idaho, the MPA credits earned at those institutions can be accepted into the Boise State University program. Transfer of credit from all other institutions is limited to nine (9) semester credits.

Public Service Internship: Those MPA students with less than one year of work experience in a public sector or other public affairs agency are to complete a public service internship. The internship is served in a government office at the local, state or national level or in an appropriate public affairs organization, such as a private, nonprofit agency. The credits received for the internship are in addition to the 33 semester credit hours from the core area and area of emphasis. The internship component comprises six (6) semester credit hours. The internship is meant to be a meaningful experience for both the MPA student and the organization in which the internship is served. Through the internship, students can further enhance their preparation for administrative work. At the same time, they are expected to make a valuable contribution to their assigned organizations. Therefore, the internship is usually served when the student is near completion of the MPA Program.

COURSE SELECTION

NOTE: Selection of courses is to be made in consultation with the student’s academic advisor.

Core Requirements: Each MPA student is required to complete 18 semester credit hours of approved MPA course work in the following core courses. The core courses emphasize the knowledge and skills necessary to be effective in public service management and leadership. Each class includes an exploration of student values and public service ethics.

1. Administration in the Public Sector PA 500.
3. Organizational Theory PA 502.
5. Public Budgeting and Financial Administration PA 504.
6. Public Personnel Administration PA 505.

Area of Emphasis Requirements: Each MPA student is to complete a minimum of 15 additional semester credit hours. These credit hours are in the student’s area of emphasis. An area of emphasis is a concentration or major in the program. Included in the 15 semester credit hours of the selected area of emphasis is the directed research project (3 semester credits).

1. General Public Administration: This area of emphasis is provided to accommodate those students desiring preparation in public administration as a “generalist,” rather than a “specialist” in a particular area. Students should select the remaining 15 credit hours of course work from the MPA courses listed in this catalog or offered as “selected topics,” and MUST include PA 596 Directed Research (3 semester credits).

2. Environmental and Natural Resources Policy and Administration: Natural Resource Policy and Administration PA 540, Environmental and Regulatory Policy and Administration PA 541, Energy Politics PA 542, and Public Land Policy and Administration PA 543. “Selected Topics” courses may be offered to supplement area of emphasis requirements.

COURSE OFFERINGS

PA PUBLIC AFFAIRS

PA 500 ADMINISTRATION IN THE PUBLIC SECTOR (3-0-3)(F/S). Designed to introduce students to the broad field of public administration at the graduate level. The course surveys a number of important issues in contemporary public administration, including an emphasis on political, legal, economic and social institutions and processes.

PA 501 PUBLIC POLICY PROCESS (3-0-3)(F/S). Process of policy-making both within an agency and within the total governmental process, emphasizing policy and program planning, policy implementation and the value system of administrators.

PA 502 ORGANIZATIONAL THEORY (3-0-3)(F/S). Theories of organization behavior and management, with special attention given to public sector organizations. Issues and problems related to the non-profit sector will also be addressed.
PA 503 RESEARCH METHODS IN PUBLIC ADMINISTRATION (3-0-3)(F/S). An introduction to quantitative and qualitative data analysis with an emphasis on using descriptive and inferential statistics as tools in both public policy analysis and public program analysis. The use of quantitative analysis to support management decision making is examined. Computers, especially microcomputers, will be used in the analysis of quantitative data.

PA 504 PUBLIC BUDGETING AND FINANCIAL ADMINISTRATION (3-0-3)(F/S). Determination of fiscal policy, budgeting processes, and governmental forms of budgeting. Consideration of fiscal policy and processes in various program areas. Emphasis on the interface between technical and political processes.

PA 505 PUBLIC PERSONNEL ADMINISTRATION (3-0-3)(F/S). An examination of the personnel/human resource management role as it has evolved in the public sector. The multiple responsibilities of personnel managers in the public sector will be examined, and the link between public policy and personnel management will be identified.

PA 511 DECISION TECHNIQUES FOR PUBLIC ADMINISTRATORS (3-0-3) (F/S). Methods for operations research and management science are used to analyze decisions as well as to plan and monitor program implementation. The usefulness of these methods in public sector and other public affairs organizations is considered.

PA 520 COMMUNITY AND REGIONAL PLANNING (3-0-3) (F/S). A study of the theories, objectives, techniques, and problems of governmental planning within cities, metropolitan areas, and regions, as well as at the national level of government in the United States. A discussion of the planning profession and the politics of planning.

PA 521 INTERGOVERNMENTAL RELATIONS (3-0-3)(F/S). Interunit cooperation and conflict in the American federal system, including national-state-local, and interlocal relations.

PA 530 ADMINISTRATIVE LAW AND REGULATION (3-0-3) (F/S). Sources of power and duties of administrative agencies, rules and regulations made by agencies through investigation and hearings, judicial decisions and precedents relating to administrative activities.

PA 531 LABOR RELATIONS IN THE PUBLIC SECTOR (3-0-3)(F/S). A case study of the trends and development of the legal context of labor-management relations in the public sector, including collective bargaining relationships, management rights and responsibilities, political and civil rights of public employees, and alternative modes of dispute resolution. Collective bargaining and grievance exercises will be conducted.

PA 540 NATURAL RESOURCE POLICY AND ADMINISTRATION (3-0-3) (F/S). Examines the major issues, actors, and policies in the area of natural resources. Topics include: land and water management and use, the natural resource policy environment, the roles and behaviors of natural resource agencies, and alternative natural resource policy futures.

PA 541 ENVIRONMENTAL AND REGULATORY POLICY AND ADMINISTRATION (3-0-3)(F/S). Examines aspects of environmental regulatory politics and policy. Topics examined include the politics of regulation, pollution and waste policy, and intergovernmental environmental management.

PA 542 ENERGY POLITICS (3-0-3)(F/S). Topics to be discussed in this energy policy related course include: alternative energy policies, energy and environmental protection, and the politics of the formulation of a national energy policy.

PA 543 PUBLIC LAND POLICY AND ADMINISTRATION (3-0-3)(F/S). Examines the major issues, actors, and policies affecting the public lands of the United States. Special attention to the processes, institutions, and organizations which influence how public land policy is made.

PA 550 THE EXECUTIVE AND THE ADMINISTRATIVE PROCESS (3-0-3) (F/S). This course covers the powers and responsibilities of elected and appointed executives in the public sector. Concepts examined in the class include leadership and management, executive roles, management theories and styles, relationships with the separate branches of government and other actors in the political environment. The unique position of the executive between politics and administration and the relevant activities in policy formation through implementation form the basis of discussion.

PA 571 ETHICS IN THE PUBLIC SECTOR (3-0-3)(F/S). Examination of ethical dilemmas facing civil servants and elected officials utilizing case studies, current ethics statutes, and approaches in the public administration literature to the subject.

SELECTED TOPICS (3-0-3). To be offered as staff availability permits:

PA 580 ADMINISTRATIVE THEORY AND PRACTICE
PA 581 NATURAL RESOURCES & ENVIRONMENTAL POLICY
PA 582 PUBLIC POLICY AND POLICY ANALYSIS
PA 584 THE EXECUTIVE AND THE ADMINISTRATIVE PROCESS
PA 585 INTERGOVERNMENTAL RELATIONS
PA 586 COMMUNITY AND REGIONAL PLANNING

PA 590 PUBLIC SERVICE INTERNSHIP (variable credit). Arranged as field experience for those students with no prior experience in governmental or other organizational assignments. Such internships will be established and arrangements made for placement through the MPA Internship Director.

PA 595 READING AND CONFERENCE (1-2 credits). Directed reading on selected materials in public administration and discussion of these materials, as arranged and approved through major advisor.

PA 596 DIRECTED RESEARCH (1-3 credits). A special project undertaken by the MPA student as advanced tutorial study in a specialized area according to the needs and interests of the student. Course embodies research, discussions of the subject matter and procedures with a designated professor and a documental paper covering the subject of the independent study.

PA 599 CONFERENCE OR WORKSHOP (1 credit). Conferences or workshops covering various topics in public administration may be offered on an irregularly scheduled basis, according to student interest and staff availability. No more than 3 credits provided through conferences or workshops can be applied toward the MPA.
MASTER OF SCIENCE IN RAPTOR BIOLOGY

Telephone (208) 385-3329

GENERAL INFORMATION
The Master of Science degree program in Raptor Biology is designed for students, holding or expecting a bachelor degree in one of the disciplines of the biological sciences, to enhance their knowledge and understanding of raptor biology and ecology. The affiliation of the program with the World Center for Birds of Prey, affords students a unique opportunity to study raptors in locations such as Madagascar, Mauritius and in addition, the Snake River Birds of Prey Natural Area, with the largest concentration of nesting raptors in North America, provides a unique circumstance to study raptor biology and ecology.

ADMISSION REQUIREMENTS
1. Submit a graduate application along with the $15.00 matriculation fee to the Graduate Admissions Office. Please submit the application PRIOR to submitting any additional items.
2. Have the Registrar(s) of ALL post-secondary institutions attended send official transcripts.
3. Submit three letters of recommendation.
4. Have Graduate Record Exam scores forwarded.

All of the above materials are to be sent directly to the Graduate Admissions Office, Boise State University, 1910 University Drive, Boise, ID 83725. In addition, the applicant should send a cover letter discussing the applicant's professional goals and his or her reasons for wishing to study raptor biology, directly to the Biology Graduate Studies Coordinator.

REGULAR STATUS may be granted to those students who submit the above materials if they have maintained a 2.75 GPA over the last two years of undergraduate study and average a 50 percentile in verbal, quantitative, and analytical portions of the GRE.

PROVISIONAL STATUS may be granted to those applicants who do not meet the requirements for regular status or who may be required to complete additional requirements as determined by the Biology Department.

Students may apply for admission at any time; however, applications must be completed by March 1 (for Fall Semester admission) in order to be considered for assistantships. Other forms of financial aid, such as loans or the College Work Study Program, are available to graduate students. Prospective students should contact the Financial Aid Office and consult the BSU catalog. Enrollment in the program is limited.

DEGREE REQUIREMENTS
Once accepted, the student and the student's major professor (thesis advisor) select two additional faculty to comprise the student's thesis committee. This committee reviews the student's program and thesis. The committee also determines if there are any specific academic deficiencies that the student must meet in addition to the M.S. degree requirements.

A minimum of thirty (30) credits are required. Two (2) credits of graduate seminar (B 598) and six (6) credits of thesis (B 593) are required as part of the minimum 30 credits. The final copy of the thesis must be approved by the student's thesis committee and submitted to the Dean of the Graduate College at least three (3) weeks before commencement.

COURSE LIST (BSU)

Organic Evolution B 401G .................. 3
General Parasitology B 412G ............... 3
Applied and Environmental Microbiology B 415G ..... 4
Immunology B 420G ........................ 3
Ecology B 423G ............................ 4
Biometry B 501 ............................. 4
Population and Community Ecology B 502 ........ 3
Raptor Ecology B 506 ...................... 3
Seminar B 598 (1 credit) ................. 2
Thesis B 593 .................................. 6
Directed Research B 596
(6 credits maximum in a semester) ........ 1-9
Mycology BT 330G .......................... 4
Advanced Writing E 401 .................... 3
Mathematical Modeling M 564 .............. 4
Public Policy Process PA 501 ............... 3
Entomology Z 305G .......................... 4
Ornithology Z 341G .......................... 3
General & Comparative Physiology Z 409G .......... 4
Mammalogy Z 421G .......................... 3

In addition, approved upper division and graduate courses at Idaho State University and/or the University of Idaho may serve as part of the graduate program at the determination of the student's thesis committee.

THESIS

By the end of the eighth week of the second semester in which the student is enrolled, an outline of the proposed research project must be submitted to the committee members. A budget must be included as part of the research proposal. During the second semester, the student must present a seminar on the proposed research which may consist of a literature review, current research, or progress on the research project.
COURSE OFFERINGS

B BIOLOGY

B 401G ORGANIC EVOLUTION (3-0-3)(S). Philosophical basis and historical development of evolutionary theory. Detailed examination of genetic variation, mechanisms of evolutionary change, adaptation, specialization, phylogeny. Genetics recommended. Offered odd numbered years. PREREQ: B 301 or PERM/INST.

B 412G GENERAL PARASITOLOGY (2-3-3)(5). Animal parasites with emphasis on those of man and his domestic animals. Lectures cover general biology, life history, structure, function, distribution, and significance of parasites. Laboratory provides experience in identification and detection. PREREQ: B 301, PERM/INST.

B 415G APPLIED AND ENVIRONMENTAL MICROBIOLOGY (3-3-4)(S). Microbial populations and processes in soil and water. Water and food-borne pathogens. Microbiological and biochemical methods of environmental assessment. PREREQ: B 303, PERM/INST.

B 420G IMMUNOLOGY (3-0-3)(S). A survey of the principles of immunology, host defense systems, the immune response, immunity disorders, serology and other related topics. Representative laboratory procedures will be demonstrated. PREREQ: B 303, PERM/INST.

B 423G ECOLOGY (3-3-4)(F/S). A survey of the physical factors of the environment and their effect on the mode of life and distribution of plants and animals. Environmental and biological interrelationships of organisms will be discussed. Field and laboratory investigation into topics of physical habitat, populations, communities, pollution, etc. Weekend field trips may be taken. PREREQ: BT 130, Z 230, PERM/INST.

B 501 BIOMETRY (4-0-4)(F). An application of statistical methods to problems in the biological sciences. Basic concepts of hypothesis testing; estimation and confidence intervals; t-tests and chi-square tests. Linear and nonlinear regression theory and analysis of variance. Techniques in multivariate and nonparametric statistics. PREREQ: M 111 or equivalent, or PERM/INST.

B 502 POPULATION AND COMMUNITY ECOLOGY (3-0-3)(F). The structure of populations and communities. Competition, predation, life history strategies, demography, population regulation, and species diversity are examined from experimental and theoretical perspectives. PREREQ: B 423 or equivalent, or PERM/INST.

B 506 RAPTOR ECOLOGY (3-0-3)(S). Theoretical ecology as applied to birds of prey. Strategies of reproduction, habitat selection, foraging and spacing; theory of competition and predator-prey interactions; niche theory and community structure; raptor management. PREREQ: B 423 or equivalent, or PERM/INST.

B 507 POPULATION AND COMMUNITY ECOLOGY (3-0-3)(F). The structure of populations and communities. Competition, predation, life history strategies, demography, population regulation, and species diversity are examined from experimental and theoretical perspectives. PREREQ: B 423 or equivalent, or PERM/INST.

B 506 RAPTOR ECOLOGY (3-0-3)(S). Theoretical ecology as applied to birds of prey. Strategies of reproduction, habitat selection, foraging and spacing; theory of competition and predator-prey interactions; niche theory and community structure; raptor management. PREREQ: B 423 or equivalent, or PERM/INST.

BT BOTANY

BT 330G MYCOLOGY (3-3-4)(F). A study of the biology of fungi with emphasis on their classification, morphology and development, identification, ecology, and economic significance. Laboratory work will include projects and field trips. PREREQ: BT 130, PERM/INST.

Z ZOOLOGY

Z 305G ENTOMOLOGY (2-6-4)(F). Biology of insects with emphasis on identification and life cycles for students who have completed one year of college level biology. Laboratory includes field trips to collect and identify local species. Insect collection required. Students should meet with instructor the spring or summer before enrolling. PREREQ: PERM/INST.

Z 341G ORNITHOLOGY (2-3-3)(S). Birds as examples of biological principles: classification, identification, ecology, behavior, life histories, distribution, and adaptations of birds. Two weekend field trips. Offered odd numbered years. PREREQ: Z 230, PERM/INST.

Z 409G GENERAL AND COMPARATIVE PHYSIOLOGY (3-3-4)(S). Physiological principles common to all forms of animal life are discussed. Physiological adaptations required to live in a variety of environments are presented. PREREQ: Z 230, C 317, PERM/INST.

Z 421G MAMMALOGY (2-3-3)(S). Mammals as examples of biological principles: classification, identification, distribution, ecology, life histories, and adaptations of mammals. Two weekend field trips. Offered even numbered years. PREREQ: Z 355, PERM/INST.
The Master of Arts in School Counseling will prepare professionals in education and related careers to become professional counselors at the elementary and secondary levels. Three accrediting agencies which will govern the proposed program are: (1) the Council for Accreditation of Counseling and Related Education Programs (CACREP); (2) National Council for the Accreditation of Teacher Education (NCATE); and (3) the Northwest Association for Schools and Colleges (NWASC). The proposed program is designed to meet or exceed state qualifications for certification in school counseling and the State Board of Occupational Licenses' criteria for counselor licensure.

Sixty hours of coursework will promote knowledge and skill development in the eight core areas required by CACREP Standards: Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Counseling, Lifestyle and Career Development, Appraisal, Research and Evaluation, and Professional Orientation. While many of the classes and experiences built into the program will support core areas, specific coursework in each of the eight components is listed below.

<table>
<thead>
<tr>
<th>Core Area</th>
<th>Credits</th>
<th>Courses</th>
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| Human Growth and Development                  | 5 hours | CD 511 Lifespan Development (2)  
|                                               |         | CD 515 Problems in Childhood and Adolescence (3) |
| Social and Cultural Foundations               | 4 hours | CD 508 Ethics in Counseling (1)  
|                                               |         | CD 509 Cross-Cultural Counseling (2)  
|                                               |         | CD 521 Counseling for Special Needs (1) |
| Helping Relationships                          | 9 hours | CD 502 Counseling Theories (3)  
|                                               |         | CD 505 Counseling Skills I (3)  
|                                               |         | CD 506 Counseling Skills II (3) |
| Group Counseling                              | 5 hours | CD 503 Group Counseling Lab (0)  
|                                               |         | CD 513 Group Counseling (2)  
|                                               |         | CD 520 Outreach and Prevention in Counseling (2)  
|                                               |         | CD 522 Referral and Networking (1) |
| Lifestyle and Career Development              | 3 hours | CD 507 Career Development Counseling (3) |
| Appraisal                                     | 3 hours | CD 504 Measurement & Evaluation in School Counseling (3) |
| Research and Evaluation                       | 4 hours | CD 512 Statistics and Research Design (2)  
|                                               |         | CD 527 Applied Research (2) |

**Program Sequence**

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<th>Semester</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
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<tr>
<td>Fall</td>
<td>CD 501</td>
<td>CD 512</td>
<td>CD 518</td>
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<td>Foundations in School Counseling (3)</td>
<td>Statistics and Research Design (2)</td>
<td>Internship in Counseling I (2)</td>
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<td>Group Counseling (2)</td>
<td>Career Development Counseling (3)</td>
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<td>CD 510</td>
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<td>Addictions Counseling (1)</td>
<td>Measure &amp; Evaluation in School Counseling (3)</td>
<td>Counseling for Special Needs (2)</td>
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<td>Counseling Skills I (3)</td>
<td>Referral and Networking (1)</td>
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<td>Practicum II (2)</td>
<td>Short-term Interventions (1)</td>
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<td>Counseling for Special Needs (1)</td>
<td>Elementary School Counseling</td>
<td>Internship in Counseling II (4)</td>
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<td>CD 523</td>
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<td>6 hours</td>
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<td>Referral and Networking (1)</td>
<td>Outreach and Prevention (2)</td>
<td>Applied Research (2)</td>
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<td>CD 524</td>
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<td>6 hours</td>
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<td>Short-term Interventions (1)</td>
<td>Prevention and Intervention</td>
<td>Internship in Counseling III (4)</td>
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<td>Electives (3)</td>
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Program total: 60 hours
Course Descriptions

CD 501 FOUNDATIONS IN COUNSELING (3-0-3)(F). Provides an introduction to professional, ethical, legal, theoretical, and practical aspects of school counseling. Students will examine the roles and responsibilities of school counselors; professional organizations and associations; and professional preparation standards and credentialing. Historical and social contexts along with emerging professional directions will be included. PREREQ: Admission to the Counseling Program.

CD 502 COUNSELING THEORIES (3-0-3)(F). Students will examine historical and contemporary theories of counseling. This will include an overview of counseling process and practice related to major approaches. Each student will develop their own theoretical perspective toward counseling as a culminating activity. PREREQ: Admission to the Counseling Program.

CD 503 GROUP COUNSELING LAB (0-0-0)(F). Students will become participants in an experiential group that will provide opportunities for personal growth, increased self-awareness as counselors-in-training, and increased awareness of the group process itself. PREREQ: Admission to the Counseling Program.

CD 504 MEASUREMENT AND EVALUATION IN SCHOOL COUNSELING (3-0-3)(S). The theory and practice of standardized test development and testing procedures, applications and limitations of standardized tests, and techniques of administering and interpreting group tests. PREREQ: Admission to the Counseling Program.

CD 505 COUNSELING SKILLS I (1-2-3)(S). Students will examine basic skills and characteristics involved in becoming effective counselors; will articulate, practice and demonstrate basic mastery of these skills and characteristics; will develop a systematic approach to the counseling process; and will assess personal strengths and limitations related to becoming professional counselors. PREREQ: CD 501 and CD 502.

CD 506 COUNSELING SKILLS II (1-2-3)(S). Students will focus on advanced skills and concepts of effective counseling, and will articulate, practice and demonstrate mastery of these skills and concepts, particularly in the school setting. PREREQ: CD 505.

CD 507 CAREER DEVELOPMENT COUNSELING (3-0-3)(SU). Provides an overview of the major career development theories and occupational/educational information sources and systems. Career development program planning, resources, and evaluation will be included. Emphasis will be placed on how career counseling is practiced by the school counselor. PREREQ: Admission to the Counseling Program.

CD 508 ETHICS IN COUNSELING (1-0-1)(SU). Students will examine the ethical, legal, and professional issues involved in counseling. Situations will be analyzed by participants and relevant questions will be explored in terms of the ethical standards of the ACA and APA under which counselors and therapists practice. PREREQ: CD 505.

CD 509 CROSS CULTURAL COUNSELING (2-0-2)(SU). An examination of the impact of cultural diversity among races, ethnic groups, sexes and social classes on personality, value systems and the counseling relationship, with an understanding of societal changes and trends; human roles, societal subgroups; social mores and interactional patterns; and differing lifestyles with special attention to the influence of cultural and social change on family relationships, sex equity, and individual adjustment. Students examine their own attitudes, behaviors, perceptions, and biases, and are encouraged to develop their own multicultural approach to teaching, counseling, or administration. PREREQ: Admission to the Counseling Program.

CD 510 ADDICTIONS COUNSELING (1-0-1)(SU). This course provides an orientation to assessment, causes and intervention strategies related to addictive patterns of behavior. Habit disorders covered will include substance abuse, eating problems and other compulsive patterns. Each student will design a model of intervention relevant to their applied setting. PREREQ: CD 505.

CD 511 LIFESPAN DEVELOPMENT (2-0-2)(SU). Students will examine theoretical constructs related to the developmental process and examine developmentally-based behavior patterns across the age spectrum. Each student will analyze a developmentally-related issue appropriate to their professional setting and develop a proactive program for promoting positive personal development within that age span. PREREQ: CD 505.

CD 512 STATISTICS AND RESEARCH (1-1-2)(F). Fundamentals of research and statistics in analyzing counseling and educational data. Emphasis on the review and interpretation of research literature, particularly in the areas of child development and psychotherapy, techniques used with exceptionality, as well as marital and family therapy. PREREQ: CD 501 and CD 504.

CD 513 GROUP COUNSELING (1-1-2)(F). Students will focus on the concepts and skills necessary to understand and lead counseling groups in schools and other settings. PREREQ: CD 503, CD 505, and CD 506.

CD 514 COUNSELING PRACTICUM I (0-2-2)(F). Supervised counseling experience through the use of audio and/or video tapes. The counseling focus will be on a specific age group (children, adolescents) congruent with the student's area of specialization. PREREQ: Completion of all requirements through year one in the Counseling Program.

CD 515 PROBLEMS IN CHILDHOOD AND ADOLESCENCE (3-0-3)(S). Provides an overview of childhood and adolescent problems. Each disorder will be viewed in terms of psychosocial and biological causes and related interventional referral strategies. Students will extend their knowledge in a selected problem area through the development of research based case analysis. PREREQ: CD 506 and CD 511.

CD 516 COUNSELING PRACTICUM II (0-2-2)(S). A course constituting an advanced counseling practicum in the student's area of specialization (child, adolescent counseling) with a variety of supervisory experiences (group, individual). PREREQ: CD 513 and CD 514.

CD 517 CRISIS MANAGEMENT (1-0-1)(S). A course designed to prepare students for effective and appropriate intervention in crisis situations. Topics include a survey of various counseling sites and experiences, intervention strategies, emergency procedures, ethical and legal considerations, documentation, referral and follow-up, and other topics required for individual sites and counseling activities. PREREQ: CD 502.

CD 518 INTERNSHIP IN COUNSELING I (0-202)(SU). Part I of this culminating sequence will bridge the gap between practicum and subsequent internship components. Students will continue developing counseling skills under close supervision within an applied context. Each student will carefully evaluate their setting and develop both remedial and developmental intervention programs relevant to it. PREREQ: Completion of first two years of coursework and experiences in the Counseling Program.

CD 519 ELEMENTARY SCHOOL COUNSELING (2-0-2)(SU). Provides an overview of elementary school counseling. Students
will explore the evolving roles and responsibilities of elementary school counselors including curriculum development, parent and teacher consultation, and parent education. Emphasis will be placed on the organization and implementation of the "Idaho Comprehensive Guidance and Counseling Model." Studies will include small group counseling, classroom presentation, and child counseling skills. PREREQ: Completion of the practicum sequence (CD 514 and CD 515).

CD 521 OUTREACH AND PREVENTION (1-1-2)(SU). Students will develop a theoretical model for outreach and prevention in counseling. They will process a wide range of intervention/program strategies to promote human development and will develop a psych-educational program to be delivered at their internship site. PREREQ: Completion of the practicum sequence (CD 514 and CD 515).

CD 522 COUNSELING FOR SPECIAL NEEDS (1-0-1)(SU). Students will explore techniques and interventions for dealing with clients with special needs. Particular attention will be given to addressing the functional limitations of clients with a wide variety of challenges and disabilities; examining strategies for effectively ameliorating client limitations; creating goals for increasing client responsibility and independence in daily living. PREREQ: CD 506 and CD 513.

CD 523 REFERRAL AND NETWORKING (1-0-1)(SU). The crisis/short-term intervention orientation necessitates an awareness of resources within the school and community that will be addressed along with an overview of the referral process. Development of a professional support network will also be emphasized. PREREQ: CD 506.

CD 524 SHORT-TERM INTERVENTIONS (1-0-1)(SU). Problem-solving/action oriented strategies will be developed for promoting change within a time-limited framework. Emphasis will be placed on problem prioritization, working from client strengths and the mobilization of facilitative resources and referrals. PREREQ: CD 506.

CD 525 CONSULTATION (1-1-2)(F). Develop knowledge and skills in consulting with individuals, groups, and systems. Practices and procedures in consultation will be reviewed and students will demonstrate relevant skills in both simulated and internship-based situations. PREREQ: Completion of all requirements through year two in the Counseling Program.

CD 526 INTERNSHIP IN COUNSELING II (1-3-4)(F). This is an expansion of Part I with increased student autonomy within an applied context. Primary supervision will shift toward an onsite supervisory capacity. Students will be observed and evaluated as they engage in a wide range of counseling-related activities. PREREQ: CD 518.

CD 527 APPLIED RESEARCH (0-2-2)(S). Methods and evaluation of counseling and educational research with the emphasis on individual exploration of a possible thesis or research project in cooperation with student’s advisor or director of the study. PREREQ: Completion of all requirements through year two in the Counseling Program.

CD 528 INTERNSHIP IN COUNSELING III (1-3-4)(S). In the culminating component of the internship sequence, students will assume all the functions of a school counselor in their selected setting while continuing under close supervision. They will provide the full range of counseling sources from crisis intervention/remediation to the promotion of personal development and environmental enhancement. PREREQ: CD 526.

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**MASTER OF SOCIAL WORK**

**Objective**

The MSW is a two-year full-time graduate program designed to prepare students for direct practice with individuals, families, and groups. Students learn clinical, organizational, policy, and administrative skills necessary for promoting social justice and equality, and enhancing the quality of life for all people. The program provides a broad and in-depth knowledge base in order to prepare students for professional practice in a wide array of settings.

**Admission**

Criteria for admission into the MSW program:

1. Completion of the BSU application process for admission as a graduate student.
2. Completion of the Graduate Record Examination (GRE) within five years preceding the application.
3. A bachelor's degree from an accredited college or university with a distribution of liberal arts courses (70 quarter credits or 46 semester credits) and a minimum of 10 quarter credits or 6 semester credits in each of the general distribution areas: humanities, social sciences, and natural sciences/mathematics.
4. Completion of the GRE Test.
5. Applicants must receive a composite score of 1,000 or higher on the verbal and quantitative sections of the GRE Test.
6. Applicants must also have completed a human biology course and a statistics or research course with a minimum letter grade of "C".
7. An overall undergraduate grade point average (GPA) of 2.75 or higher and a GPA of 3.0 or higher for the junior and senior years of undergraduate study.

**Advanced Standing**

Applicants who are graduates of a CSWE accredited baccalaureate program in Social Work may request admission to the advanced program. The advanced standing option is a twelve-month program beginning in June each year. Applications for this program are processed the preceding March 1 and May 1.

Criteria for admission for Advanced Standing Study in the MSW program are:

2. Minimum GPA of 3.0 in social work courses from an accredited undergraduate program. Students with an individual social work course with a grade less than C will be required to complete additional equivalent content.
3. This degree must have been completed within five years of the applicant's planned entry into Boise State University's MSW program OR within ten years if the applicant has substantial paid social work experience.

4. All other requirements equivalent to regular admissions.

YEAR ONE

Fall Semester
- SW 502 History and Philosophy of Social Welfare .......... 3
- SW 503 General Methods I: Small Systems (Micro) ......... 3
- SW 504 Social Work Practice Skills .......................... 2
- SW 512 Human Development Through the Life Cycle ....... 3
- SW 514 Ethnicity, Gender and Class ........................... 1
- SW 530 Research/Statistics I .................................. 3

Total Credits 15

Spring Semester
- SW 505 Social Policy Analysis ................................ 3
- SW 515 General Methods II: Larger Systems (Macro) ....... 3
- SW 521 Social Dimensions of Human Behavior .............. 3
- SW 570 Field Practicum ......................................... 6

Total Credits 15

YEAR TWO

Fall Semester
- SW 506 Family and Children, Policy and Legislation ....... 3
- SW 532 Research II: Evaluation .................................. 3
- SW 550 Advanced Interventions-Comparative Theories ....... 3
- SW 575 Advanced Practicum ....................................... 6

Total Credits 15

Spring Semester
- SW 525 Advanced Clinical Practice with Families and Children .................................................. 3
- SW 526 Emotional Disorders .................................... 3
- SW 576 Advanced Practicum II .................................... 6
- *2 Electives - 2 Credits Each .................................... 4

Total Credits 16

Total Degree Credit Requirements 61

*SPECIALIZATION ELECTIVES - Selected Topics ............. 2 credits each (Elective options will vary from year to year, and may include these or other pertinent issues.)

Violence in the Family
Substance Abuse
Social Work with People of Color
Social Work with the Elderly
Women's Issues
Social Work Supervision
Family Therapy
AIDS Issues
Health Issues
Grant Writing/Administration
Rural Social Work
School Social Work

COURSE OFFERINGS

SW SOCIAL WORK

SW 502 HISTORY AND PHILOSOPHY OF SOCIAL WORK (3-0-3)(F). The major purpose of this course is to place the profession of Social Work within historical context, in order that students aspiring to the profession may appreciate the scope and depth of its historical development. The course of the development of the social welfare institution and the Social Work profession in the United States will be explored. This exploration will emphasize social welfare problems and solutions since 1945. This course will also examine the impact of ethnicity, skin color, gender, class, physical disability, and other physical and social characteristics of persons on their socioeconomic and political statuses and their use of social welfare and social work.

SW 503 GENERAL METHODS I: SMALL SYSTEMS (MICRO) (3-0-3)(F). This course will focus on the development of interpersonal skills associated with the provision of human services to individuals, families and small groups. The major emphasis is on the development of skills utilized in the helping interview such as listening, interpretation of non-verbal language, and the use of empathy and positive regard. In addition, students will learn more complex interviewing techniques including assessment, selecting and defining goals, and evaluation of outcome, along with the examination of various types of problems and issues often encountered in practice settings. COREQ: SW 504.

SW 504 SOCIAL WORK PRACTICE SKILLS (2-0-2)(F). This experiential course is designed to provide students with the opportunity to practice basic interviewing skills. Both roleplays and videotaping are used as a basic format for learning. Extensive supervision and feedback from the instructor are important components of this class. Advanced interviewing skills including assessment, using the ABC model, the selection and defining of client goals, and evaluation of outcome are also covered in this class. COREQ: SW 503.

SW 505 SOCIAL POLICY ANALYSIS (3-0-3)(SU). This course critically examines contemporary social welfare policies in a value-analytic framework, and in the context of the United States political economy. Emphasis is placed on values of equity, adequacy and universality of access to basic social and economic securities. Students will learn how policy relates to social work practice with individuals, families and communities. Skills include identification and evaluation of policy problems, including their empirical and value-dimensions, and skills in policy advocacy with legislators and with the general public. PREREQ: SW 505.

SW 506 FAMILY AND CHILDREN, POLICY AND LEGISLATION (3-0-3)(F). This advanced policy course is designed to give students the knowledge and skills to analyze, design and advocate for social welfare policy and programs with a specific focus on policies and programs which affect families and children. The course examines various theoretical approaches to articulating family policy, as well as current policy issues on legislation. Emphasis is placed on the examination of research on family needs, and the critique of cultural values and ideological orientations which undergird policy preferences. Skills in developing policy proposals are taught. PREREQ: SW 505.

SW 512 HUMAN DEVELOPMENT THROUGH THE LIFE CYCLE (3-0-3)(F). Theories of human development, life stage, and subordinate group oppression will be the focus of this course. In particular, psychodynamic and cognitive humanist theories will be examined, as well as current theories of the psychologies of women and people of color. The interrelationships of sociohistorical, sociocultural, socioeconomic, interpersonal, and psychological influences on human development will be explored, with an emphasis on factors of gender, affectional orientation, ethnicity, race, and class.
SW 514 ETHNICITY, GENDER AND CLASS (1-0-1)(F,SU). This experiential course in a small group format is designed to provide a positive environment for students' exploration of their attitudes toward human diversity. The major objective is that students will increase their knowledge and awareness of the experiences of people of oppressed groups, in relation to historical prejudice and discrimination. Students will gain insight in sociohistorical and familial roots of their own biases and increase their ability to sensitively work with individuals and groups who are subjected to oppression, based on race ethnicity, gender, affectional orientation, class, and other stigmatizing characteristics.

SW 515 GENERAL METHODS II: LARGER SYSTEMS (MACRO) (3-0-3)(S,SU). This course develops knowledge and skills for social work practice in organizations and communities. It focuses on social change toward the goal of social justice in the structure and functioning of social institutions. Skills include working with task-oriented groups, community networking and coalition-building for political advocacy and for social service program planning, needs assessment and methods to foster community participation in community development and social action.

SW 521 SOCIAL DIMENSIONS OF HUMAN BEHAVIOR (3-0-3)(S,SU). This course will explore the impact of social systems on human behavior, in terms of sociopolitical and sociocultural forces. As such, the behavior of individuals, families, groups, organizations, and communities will be examined from an ecological systems perspective. Particular emphasis will be given to the effects of prejudice and discrimination on individuals and groups, based on their particular race, ethnicity, gender, affectional orientation, class, or other stigmatizing characteristics. PREREQ: SW 512.

SW 525 ADVANCED CLINICAL PRACTICE WITH FAMILIES AND CHILDREN (3-0-3)(S). The primary focus of this course is the understanding of children from a developmental perspective within the context of the family and the expanding social environment. In addition to developmental theory, psychodynamic, behavioral, cognitive and systems models will be examined. Diagnostic and developmental understanding will include consideration of healthy as well as unhealthy responses. Treatment techniques, including play therapy, will be discussed, and students will be encouraged to contribute case material for illustration of course content. The course will also examine cultural and ethnic variations, as well as social and policy issues within the broader scope of the community, state and national interests. The continual integration of practice, policy, and research will be stressed.

SW 526 EMOTIONAL DISORDERS (3-0-3)(S). An overview of emotional disorders, from a biopsychosocial perspective, will be presented in the course in order to prepare students to understand, recognize, and diagnose dysfunctional aspects of individual human behavior. Biological, psychogenic, and psychophysiological bases of emotional disorders will be explored, as well as other major areas of disturbance of dysfunction. Students will learn to use the current DSM manual in psychiatric diagnosis, with a critical awareness of areas of possible cultural bias and other complexities of the diagnostic process.

SW 530 RESEARCH/STATISTICS I (3-0-3)(F,SU). This course provides an overview of research design including sampling and variable measurement. The major emphasis is on basic statistical methods. Descriptive methods, probability distributions, and inferential statistics including hypothesis testing are covered. Students learn statistical techniques associated with group comparisons using nominal, ordinal, and interval data. In addition, the course covers measures of association or methods to describe the relationship between variables including Chi-Square, Kendall's tau, gamma, regression, and correlation, and ANOVA. PREREQ: Undergraduate Research and Statistics.

SW 532 RESEARCH II: EVALUATION (3-0-3)(F). Research II builds on the knowledge, skills, and values learned in Research I. Students learn the methods and techniques used in social work evaluation research with individuals, families and small groups. A major purpose of the course is to prepare students to participate in research and utilize outcome evaluation of practice in their agency settings. The critical role of outcome evaluation for the profession is emphasized. Students learn the scientific principles of research including conceptualization, operationalization of concepts, measurement, sampling, and analysis of data as they relate to evaluation of outcome. Methods of observation including single subject and group designs are covered. Students are required to complete an evaluation of outcome project including analysis of data utilizing statistical packages such as SPSS or SASS. PREREQ: SW 530.

SW 550 ADVANCED INTERVENTIONS - COMPARATIVE THEORIES (3-0-3)(F). Advanced interventions builds on interviewing, assessment, goal setting, and evaluation skills learned in General Methods (SW 503) and Practice Skills (SW 504). Within the generalist framework students will continue to utilize and practice these skills demonstrating a more sophisticated level of acquisition. In addition to relationship building, assessment and goal setting skills, the competent counselor must have extensive knowledge concerning the most appropriate techniques and strategies to use in working with clients. Therefore, an important component of this course is the presentation of the different theoretical frameworks used in social work practice to bring about change with individuals, families and groups. The development of a broad knowledge base including several theoretical models, an awareness of the empirical evidence supporting these models, and the ability to select the most appropriate model for particular clients is the major focus of this course. PREREQ: SW 503 AND SW 504.

SW 570 FIELD WORK (0-20-6)(S). A supervised social work practice in a community social services agency providing experiential learning in developing foundation social work practice skills. Experiences with client groups to reflect racial, ethnic, cultural, and gender diversity. Requires 20 clock hours per week in the agency setting. Evaluation criteria for the course will include upholding social work practice standards for ethical conduct. PREREQ: SW 503.

SW 575 ADVANCED SOCIAL WORK PRACTICUM I (0-20-6)(F). A supervised professional practice in a community social services agency providing experiential learning in developing advanced social work practice skills in a selected area of specialization. Experiences with client groups to reflect racial, ethnic, cultural, and gender diversity. Requires 20 clock hours per week in the agency setting. Evaluation criteria for the course will include upholding social work practice standards for ethical conduct.

SW 576 ADVANCED SOCIAL WORK PRACTICUM II (0-20-6)(S). A supervised professional practice in a community social services agency providing experiential learning in developing advanced social work practice skills in a selected area of specialization. Experiences with client groups to reflect racial, ethnic, cultural, and gender diversity. Requires 20 clock hours per week in the agency setting. Evaluation criteria for the course will include upholding social work practice standards for ethical conduct.
include upholding social work practice standards for ethical conduct. PREREQ: SW 575.

SW 580 SELECTED TOPICS: SOCIAL WORK PRACTICE (3-0-3)(F,S). Examines common and differential aspects of social work practice based on field of practice or population group. Covers theory for understanding personal-social problems and intervention procedures and techniques. Focus is on the use of various intervention techniques based on assessment and outcome evaluation which are most likely to effectively preserve and restore individual and family functioning. The class schedule will discuss the particular content or focus of the selected topic. PREREQ: SW 550.

SW 581 SELECTED TOPICS: VIOLENCE IN THE FAMILY (3-0-3). Examines the history, scope, and causes of family violence including physical, emotional, and sexual abuse of children in the family, abuse of spouse, and abuse of the elderly. Explores the relationship of alcohol, substance abuse, and mental illness to family violence. Focuses on assessment skills, including criteria to determine lethality and long-term effects of trauma on victims. Emphasis is on intervention techniques used with offenders and victims.

SW 582 SELECTED TOPICS: SOCIAL WORK PRACTICE WITH THE ELDERLY (3-0-3). Reviews policy issues and service programs that are directed towards the elderly. Focuses on the frail, impaired, and isolated aged, with an emphasis on assessment and intervention techniques.

SW 583 SELECTED TOPICS: ALCOHOLISM AND SUBSTANCE ABUSE (3-0-3). Examines theories and causes of alcoholism and substance abuse; criteria for assessment and major treatment approaches for working with individuals and families.

SW 584 SELECTED TOPICS: SOCIAL WORK PRACTICE WITH HISPANIC POPULATIONS (3-0-3). Examines theories and skills related to social work practice with Hispanic individuals and families. Emphasis is on strengthening and empowering Hispanic individuals and families to perform caregiving roles within their environment.

SW 585 SELECTED TOPICS: ADVANCED SOCIAL WORK PRACTICE IN ORGANIZATION AND COMMUNITIES (3-0-3). Building upon the content of SW 525, this course develops advance knowledge for social work practice in organizations and communities.

SW 586 SELECTED TOPICS: ADVANCED SOCIAL WORK PRACTICE WITH GROUPS (3-0-3). Teaches theory and practice of advanced groupwork in social work. Develops group facilitation skills in relation to selected populations: children, adolescents involved in juvenile justice system, the elderly, ethnic minorities, women, adults molested as children, and alcohol and substance abusers. The course will identify criteria for selecting group participants, contracting, setting goals, and making interventions, with an emphasis on action strategies and outcome assessments.

SW 587 SELECTED TOPICS: SOCIAL WORK SUPERVISION (3-0-3). Teaches knowledge and skills to carry out social work supervision in a variety of settings with a specialized focus on supervision to enhance social work practice skills with individuals and families. Reviews theories of management, organizational theory and patterns of communication within work groups.

SW 594 WORKSHOP
SW 597 SPECIAL TOPICS

MASTER OF ARTS IN TECHNICAL COMMUNICATION
Telephone (208) 385-3088 or 385-1246

Technical communication is a strong and growing profession, with some 100,000 practitioners nationwide. Technical communicators are writers, graphic designers, editors, artists, managers, and document-production specialists, and they work in all kinds of corporations, government agencies, and non-profit organizations. The development of new communication technologies such as CD-ROM and hypermedia suggests that the market for people who can think and communicate effectively about technical subjects will continue to grow. Locally, the expansion in the high technology and service sectors in the Treasure Valley ensures continuing high demand for technical communicators.

The curriculum for the M.A. is based on the idea that technical communication is a humanistic discipline in which people create, shape, and communicate technical information so that other people can use it safely, effectively, and efficiently. Although most of the courses involve high-technology tools, the core of technical communication is clear written and oral communication. Fundamental in our approach to technical communication is ethics: the writer's understanding that the people who read and use the information must be treated with dignity, as ends rather than merely means. Also fundamental is the writer's awareness that technical communication can affect various constituencies—from co-workers to customers to the general public—and even the environment itself.

Against this backdrop of clear, ethical communication, our students learn the theory of technical communication, drawing on such disciplines as reading and writing theory, cognitive psychology, sociology, and gender studies. Then students progress through courses in writing, editing, and ethics. A two-semester sequence in document design and production provides necessary background in visual rhetoric, document-design principles, desktop publishing, and techniques for working effectively with print-production professionals. Finally, students take a course in oral communication skills, for technical communicators speak and listen far more than they write. Students will also complete a 3-credit internship. In addition, there are a number of elective courses.

In addition to the M.A., the Department of English at Boise State University offers several other programs in technical communication: the undergraduate Emphasis and the Certificate in Technical Communication (both described in the undergraduate Catalog) and an Advanced Certificate in Technical Communication (described following the M.A. in this catalog).

ADMISSION REQUIREMENTS
You are encouraged to apply if you possess a bachelor's degree with a 3.0 GPA. The full application package will
also include official undergraduate transcripts, three letters of reference, and a 1,000-word statement describing your professional goals.

**PROGRAM REQUIREMENTS**

The course of study for the Master of Arts in Technical Communication consists of a minimum of 33 hours to be chosen by you and your advisory committee from one of the two alternatives described below. Each alternative consists of required courses and electives. To fulfill the elective requirements, you may take additional graduate courses in technical communication and/or other disciplines. You are encouraged to acquire expertise in an additional technical field, such as a business or engineering discipline or computer science; you may already have acquired that expertise through undergraduate course work or job experience.

1. An introductory seminar (Theory and Practice of Technical Communication), eighteen hours of mandatory courses in technical communication, three hours of project or thesis, and three hours of internship. (If you already have professional work experience in technical communication, you will substitute three additional elective credits for the internship.)

   E 511 Theory and Practice of Technical Communication ........................................3  
   E 512 Advanced Technical Communication .........................................................3  
   E 513 Technical Editing .........................................................................................3  
   E 514 Ethics of Technical Communication ...............................................................3  
   E 515 Introduction to Document Production .............................................................3  
   E 516 Advanced Document Production .....................................................................3  
   E 517 Oral Communication for Technical Communicators .......................................3  
   E 590 Internship ....................................................................................................3  
   E 591 Project or E 593 Thesis ..................................................................................3  
   General Graduate Electives ....................................................................................6  
   **Total:** ...............................................................................................................33

2. An introductory seminar (Theory and Practice of Technical Communication), eighteen hours of mandatory courses in technical communication, a portfolio, and three hours of internship. (If you already have professional work experience in technical communication, you will substitute three additional elective credits for the internship.)

   E 511 Theory and Practice of Technical Communication ........................................3  
   E 512 Advanced Technical Communication .........................................................3  
   E 513 Technical Editing .........................................................................................3  
   E 514 Ethics of Technical Communication ...............................................................3  
   E 515 Introduction to Document Production .............................................................3  
   E 516 Advanced Document Production .....................................................................3  
   E 517 Oral Communication for Technical Communicators .......................................3  
   E 590 Internship ....................................................................................................3  
   General Graduate Electives ....................................................................................9  
   **Total:** ...............................................................................................................33

E 511 Theory and Practice of Technical Communication is prerequisite to other 500-level seminars. E 512 Advanced Technical Communication is prerequisite to E 513 Technical Editing. E 513 Technical Editing is prerequisite to E 515 Introduction to Document Production, which is prerequisite to E 516 Advanced Document Production. However, selected prerequisites may be waived or taken concurrently with the consent of your committee.

You may petition your committee to be exempted from up to six hours of required course work. This petition will be evaluated on the basis of your demonstrated experience and professional competence. If you receive an exemption, you will substitute an equivalent number of elective credits.

**COURSE OFFERINGS**

**REQUIRED COURSES**

**E 511 THEORY AND PRACTICE OF TECHNICAL COMMUNICATION (3-0-3)(F).** An introduction to the current definitions and theories of technical communication, including approaches from such related fields as rhetoric, linguistics, cognitive psychology, sociology, and philosophy. Students will also study the different job specializations within technical communication.

**E 512 ADVANCED TECHNICAL COMMUNICATION (3-0-3)(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 their 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 E 511 or PERM/INST.

**E 513 TECHNICAL EDITING (3-0-3)(F).** An advanced course in the editing of technical documents. Major projects are related to each student's field of interest. Topics of study include content editing, copy editing, developmental editing, and production editing, as well as the theory and ethics of editing. 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, whistleblowing, and codes of conduct. The course will use the case study method.

**E 515 INTRODUCTION TO DOCUMENT PRODUCTION (3-0-3)(F).** A study and application of the different elements of design, including color, line, form, type, and paper and binding, that apply to the creation of technical documents. The course will focus on the use of graphics software on personal computers. PREREQ: E 513 or PERM/INST.

**E 516 ADVANCED DOCUMENT PRODUCTION (3-0-3)(S).** A study and application of the different techniques of incorporating graphics, illustration, and photos into technical documents.
Students will learn how to integrate word processing, graphics, and desktop publishing software to create camera-ready flyers, brochures, newsletters, reports, and manuals. The course will focus on the use of graphics and desktop publishing software on personal computers. PREREQ: E 515 or PERM/INST.

E 517 ORAL COMMUNICATION FOR TECHNICAL COMMUNICATIONISTS (3-0-3)(F). The theory and practice of several major kinds of oral communication modes used by technical communicators: interviewing of technical experts, group dynamics, gender issues, conflict management, and technical presentations, including the creation of presentation graphics. 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 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 597 SPECIAL TOPICS: WRITING FOR THE HEALTH SCIENCES (3-0-3)(F/S). An analysis of the rhetorical principles of medical writing through an historical perspective provided by selected readings by major medical writers. Students apply these principles to their own writing and editing of articles and other materials for professional publication in their biomedical specialties. Consideration is also given to the rhetorical and ethical issues involved in writing about medical topics for different audiences. PREREQ: E 512 and content knowledge of at least one biomedical field, or PERM/INST.

**ADVANCED CERTIFICATE IN TECHNICAL COMMUNICATION**

Telephone (208) 385-3088 or 385-1246

The Department of English at Boise State University offers an Advanced Certificate in Technical Communication. The Advanced Certificate is intended for advanced undergraduate and graduate students. A student in geophysics might wish to earn the Advanced Certificate because he knows that he will be making presentations at professional conferences and writing journal articles. An accountant in the Boise area might wish to improve her technical communication skills to enhance her performance on the job.

The Advanced Certificate enables students to choose a unified, coherent group of courses in technical communication and related fields from other disciplines that will improve their understanding of the public role of written communication and their on-the-job skills.

Students who wish to substitute an alternative course for one of the two listed electives may petition the Director of Technical Communication.

Following are the requirements for the Advanced Certificate:

**REQUIRED**

E 512 Advanced Technical Communication ........................................ 3
E 513 Technical Editing ........................................................................ 3
E 514 Ethics of Technical Communication ........................................... 3
Two of the following: ............................................................................ 6-7
AR 333 Computer Graphics for Artists ............................................... 4
CM 307 Interviewing ........................................................................... 3
CM 361 Organizational Communication ............................................. 3
CM 478 Public Relations ..................................................................... 3
CM 481 Studies in Interpersonal Communication ............................... 3
IS 310 Introduction to Management Systems ..................................... 3
IP 537 Instructional Design .................................................................. 3
LI 305 Introduction to Language Studies ............................................ 3
MG 401 Organizational Behavior ......................................................... 3
MG 405 Management of Technology .................................................. 3
MK 306 Promotion Management ......................................................... 3
SO 390 Conflict Management .............................................................. 3
SO 487 Organizational Theory and Bureaucratic Structure ................. 3
TE 538 Instructional Courseware Design ............................................. 3

**COURSE DESCRIPTIONS**

AR 333 COMPUTER GRAPHICS FOR ARTISTS(2-4-4)(F/S).

This course will familiarize the student with current programs for publication design, electronic prepress methods, illustration, fine art, photo manipulation and interactive programming. Available software includes the latest in illustration, graphic design, three dimensional applications, animation, paint and interactive programs. PREREQ: PERM/INST.

CM 361 ORGANIZATIONAL COMMUNICATION (3-0-3)(F/S). The application of communication theory and methodology to the study of communication within the formal organization. Theories and problems of human communication within and between organizations.


CM 481 STUDIES IN INTERPERSONAL COMMUNICATION (3-0-3)(F/S). The examination of issues, contexts, and particulars of interpersonal communication. Content varies from semester to semester. Subjects may include: Conflict Management, General Semantics, Male-Female Communication, etc. PREREQ: PERM/INST.

IS 310 INTRODUCTION TO MANAGEMENT INFORMATION SYSTEMS (3-0-3)(F/S). An introduction to the fundamental concepts of management information systems in business organizations. Management information is the framework tying together business decision makers in an organization. This course includes information systems concepts and planning: end-user computing; hardware, software, data-base systems; systems analysis, design, implementation; computer-human interface; data communications and networks; international, social, political, legal, behavioral and ethical issues of MIS. PREREQ: Upper Division Business standing. Not required for CIS majors.

IP 537 INSTRUCTIONAL DESIGN (3-0-3)(F). This course gives an overview of several models for instructional systems design and examines the processes involved in designing instructional interventions, such as analyzing instructional needs, determining and organizing content and process, selecting appropriate media, evaluating, and revising. PREREQ: IP 536 or PERM/INST.

LI 305 INTRODUCTION TO LANGUAGE STUDIES (3-0-3). A general survey of contemporary language study as it is carried on in the fields of linguistics, anthropology and psychology, with emphasis on meaning, sounds, words, and sentence formation in English. PREREQ: E 102 or PERM/CHAIR.

MG 401 ORGANIZATIONAL BEHAVIOR (3-0-3). Emphasis on action skills useful for managers. Topics include managing of self, communicating, motivating, innovating, managing a group, use of formal and social power, persuading, and deal with uncertainty. PREREQ: Upper Division Business standing and MG 301.

MG 405 MANAGEMENT OF TECHNOLOGY (3-0-3)(F/S). Study of the business implications of major technological changes, such as computer integrated manufacturing, office automation, and telecommunications. Develops a framework for examining the strategic, structural and socio-technical aspects of managing technological change in organizational settings. PREREQ: Upper Division Business standing and MG 301.

MK 306 PROMOTION MANAGEMENT (3-0-3)(F/S). A comprehensive approach to creating and implementing advertising and promotional activities. New issues of consumer research are emphasized and integrated with the promotional mix. The economic and social criticisms of advertising are stressed to insure that managers are aware of the ethical responsibilities inherent in the job. PREREQ: Upper Division Business standing and MK 301.

SO 390 CONFLICT MANAGEMENT (3-0-3)(F). Examination of the causes of conflict, conflict management theory and conflict management techniques applied in interpersonal, intergroup, organizational and community settings. Discussion and skill development through experiential learning will focus on such conflict management techniques as interpersonal management, mediation, arbitration, negotiation and reconciliation. Students may not receive credit for both SO 390 and CM 390. PREREQ: SO 290 or CM 111, Upper Division Standing.

SO 487 ORGANIZATIONAL THEORY AND BUREAUCRATIC STRUCTURE (3-0-3)(F/S). An examination of complex formal organizations, bureaucracy and human interaction, theory, research and findings are covered. May be taken for Sociology or Political Science credit (PO 487), but not for both. PREREQ: Senior standing, 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.
MASTER OF FINE ARTS, VISUAL ARTS
Telephone (208) 385-3097

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 Art Department or the Dean of the Graduate College.

DEGREE REQUIREMENTS

Art History .......................................................... 9 credits
Studio Courses
   A. Studio major ............................................. 24 credits
   B. Studio electives ....................................... 12 credits
Seminar and thesis .............................................. 6 credits
General electives ................................................ 9 credits
TOTAL CREDITS 60 credits

SEQUENCE OF THE PROGRAM

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COURSE OFFERINGS

AR ART

AR 301G NINETEENTH CENTURY ART HISTORY (3-0-3)(F). A study of important artists and movements from Neoclassicism through Post-Impressionism. Critical writing will be assigned.

AR 302G HISTORY OF TWENTIETH CENTURY MOVEMENT IN ART (3-0-3)(S). An analysis of important European artistic movements up to World War II, including Fauvism, German Expressionism, Cubism, Futurism, Constructivism, Dada and Surrealism. Critical writings will be assigned.

ADDITIONAL GRADUATE COURSES

NOTICE: The 500-level courses listed below are not offered on a regular basis. Students interested in these courses should consult with an advisor in the Department before completing their registration.

C CHEMISTRY
C 401G-402G ADVANCED INORGANIC CHEMISTRY (3-0-3)(F). Atomic structure, molecular structure using valence bond and molecular orbital theories, elementary group theory, transition metal coordination chemistry, acids and bases, descriptive transition and non-transition metal chemistry. PREREQ: C 322 or PERM/INST.

C 411G INSTRUMENTAL ANALYSIS (2-6-4)(S). Theory and implementation of modern chemical instrumentation. Topics include chromatography, atomic and molecular spectroscopy, and mass spectrometry, error analysis, and signal processing. PREREQ: C 211 and C 322.

C 431G INTRODUCTION TO BIOCHEMISTRY (3-0-3)(F). A study of the chemistry of biologically important compounds and an introduction to metabolism. PREREQ: C 317.

C 432G BIOCHEMISTRY LABORATORY (0-3-1)(S). Identification, isolation and reactions of biologically important compounds. PREREQ: C 431.

C 433G BIOCHEMISTRY II (3-0-3)(S). The function of biological compounds, including intermediary metabolism and synthesis of proteins. Cellular control mechanisms of these processes are integrated into the material. PREREQ: C 431.

C 440G SPECTROMETRIC IDENTIFICATION (2-3-3)(S). Identification of compounds using modern spectrometric techniques. Two lectures and one three-hour laboratory per week. PREREQ: C 318 and C 321.

C 443G ADVANCED CHEMICAL PREPARATION LABORATORY (1-3-2)(S). Advanced techniques in the preparation, isolation and characterization of chemical compounds with emphasis on inorganic compounds. One three-hour laboratory and one hour of recitation per week. PREREQ: C 401 or PERM/INST.

C 501 HISTORY OF CHEMISTRY (3-0-3). The study of the development of chemistry from its early stages through alchemy. Emphasis will be placed on the development of chemical concepts, the important contributors to these concepts and the interrelationships between chemistry and the general course of history. PREREQ: Two years of college chemistry and one year of history or PERM/INST. Offered on demand.

C 503 SPECTROSCOPY (3-0-3). Concepts and practical usage of ultra-violet, infrared, nuclear magnetic, mass spectrometry. Emphasis will be placed on use of instruments and interpretation of spectra. Prior knowledge of spectroscopy not required. PREREQ: Eight hours of general chemistry and six hours of organic chemistry. Offered on demand.

C 509 CHEMISTRY OF LIFE PROCESSES (3-0-3). The course introduces the student to basic concepts of biochemistry associated with a coverage of current topics ranging from allied health field areas to environmental chemistry. Classroom demonstration material will be correlated with lecture material. PREREQ: One year of general chemistry and organic chemistry. Offered on demand.

C 511 ADVANCED ANALYTICAL CHEMISTRY (3-0-3). Stoichiometry involved in separations and instrumental methods of analysis. The course will be flexible in nature to adapt to the varied background of the expected students. PREREQ: Quantitative Analytical Chemistry of PERM/INST. Offered on demand.

C 515 NUCLEAR AND RADIOCHEMISTRY (3-0-3). Atomic and nuclear structure, radioactivity, nuclear reactions, radioactive decay laws, interaction of radiation with matter, detection chemistry. Offered on demand.

C 522 ADVANCED TOPICS IN CHEMISTRY (3-0-3). Selected advanced topics from Chemistry such as mass spectrometry, nuclear magnetic resonance spectroscopy, radiochemistry, environmental chemistry and polymer chemistry. PREREQ: C 322 or PERM/INST. Offered on demand.

CS COMPUTER SCIENCE
CS 525 NETWORK PROTOCOLS AND PROGRAMMING (3-0-3)(S)(EVEN YEARS). Applications and hands-on problems from TCP/IP in the Unix environment, augmented by examples from many different kinds of protocols and technologies. OSI layers, fault tolerance, sockets, streams, parallel processes, spooling, remote execution and client-server models. PREREQ: M 361 or M 431, CS 242, CS 353 or PERM/INST.

CS 573 ADVANCED SOFTWARE ENGINEERING (3-0-3)(S)(ODD YEARS). A study of selected aspects of contemporary software development methodology. Topics are taken from recent research articles. These topics include: definition of user requirements, formal specification of solutions, design and implementation techniques, validation and testing, verification, maintenance, and reuse. PREREQ: CS 471 or PERM/INST.

CR CRIMINAL JUSTICE ADMINISTRATION COURSES

CR 511 SPECIAL PROBLEMS OF THE JUVENILE AND YOUTHFUL OFFENDER (3-0-3)(F/S). Examination of current processes in juvenile justice, rehabilitation programs, probation and utilization of community-based resources. Emphasis will be placed on preventive rehabilitative measures at the local level.

CR 580 SELECTED TOPICS CRIMINAL JUSTICE ADMINISTRATION (3-0-3)(F/S). Examination, evaluation and research regarding contemporary problems in the criminal justice system. Students will be required to do extensive reading and inquiry into special areas of concern and interest.

CR 595 READING AND CONFERENCE (1-2 credits). Directed reading on selected materials in criminal justice administration and discussion of these materials, as arranged and approved through major advisor.

CR 598 SEMINAR IN CRIMINAL JUSTICE ADMINISTRATION (2-0-2)(F/S). Intensive analysis of selected subject areas of the system of criminal justice administration. PREREQ: CR 301.
H HEALTH SCIENCE

H 513 ADVANCED ASSESSMENT OF ALCOHOL/DRUG PROBLEMS (3-3-4)(S). Clinical application of concepts and principles presented in the undergraduate courses. Students will be required to supervise and appraise the critical assessments of two or more undergraduate students for the duration of the semester. PREREQ: H 415.


H 549 COUNSELING TECHNIQUES FOR CHEMICAL DEPENDENCY (3-0-3)(F/S). (Cross listed TE 549). 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.

PHYSICAL SCIENCE

PS 501 BASIC PHYSICAL SCIENCE FOR SCIENCE TEACHERS (3-0-3). Selected concepts of matter and energy that are widely applicable toward understanding our physical environment. A one-semester course for non-Science majors.

SO SOCIOLOGY COURSES

SO 501 THE SOCIOLOGY OF EDUCATION (3-0-3)(F/S). A sociological analysis of the American school system, its problems and the social forces that shape the schools in contemporary society.

SO 510 CONFLICT AND CHANGE IN SOCIO-CULTURAL SYSTEMS (3-0-3)(F/S). Intensive examination of social and cultural change as related to technological evolution, value changes and the resultant conflict in society.

SO 511 THE SOCIOLOGY OF AGE GROUP STRATIFICATION (3-0-3)(F/S). Examination of the sociological effect of age as a major dimension of social organization and stratification in American society and Western civilization. The course will consider the effects of changing patterns of longevity, resultant changes in age distribution of the population as these factors affect social, economic, and political systems.

SO 512 SOCIAL DEMOGRAPHY (3-0-3)(F/S). Techniques and methods for analyzing population growth, trends, and movement as reflected in actuarial data, birth-death rate; mobility, fertility and fecundity as these affect the societal patterns, especially planning for human service programs.

SO 571 FEMINIST SOCIOLOGICAL THEORY (3-0-3)(F/S). An examination of the major types of feminist theory in Sociology or theory directly useful to sociologists in search of understanding and explaining gender relations. The student will encounter new perspectives in Sociology that arise from the exchange of new ideas, new data, exciting possibilities for social change, and the emergence of new theoretical models to understand gender relations. PREREQ: Graduate standing.

SO 595 READING AND CONFERENCE (1-2 credits). Directed reading on selected materials in human services administration and discussion of these materials as arranged and approved through major advisor.
**BOISE STATE UNIVERSITY GRADUATE FACULTY**

### Full-Time Graduate Faculty as of February 1994

*NOTE: The date in parentheses is the year of first appointment at BSU.*

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<th>Name</th>
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<tr>
<td>Alm Leslie</td>
<td>Assistant Professor, Political Science</td>
<td>Ph.D., Colorado State University</td>
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<tr>
<td>Andersen Rudy A.</td>
<td>Assistant Professor, Health Studies</td>
<td>D.D.S., Washington University</td>
</tr>
<tr>
<td>Anderson Calvin Kent</td>
<td>Assistant Professor, English</td>
<td>M.F.A., University of Montana</td>
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<tr>
<td>Anderson Holly L</td>
<td>Associate Professor, Foundations, Technology &amp; Secondary Education</td>
<td>Ph.D., Utah State University</td>
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<tr>
<td>Anderson Michael R</td>
<td>Assistant Professor, Mathematics</td>
<td>Ph.D., University of Michigan</td>
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<tr>
<td>Anderson Robert</td>
<td>Professor, Mathematics</td>
<td>Ph.D., Michigan State University</td>
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<td>Anooshian Linda James</td>
<td>Professor, Psychology</td>
<td>Ph.D., University of California, Riverside</td>
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<td>Anson Robert</td>
<td>Assistant Professor, Computer Information Systems &amp; Production Management</td>
<td>Ph.D., Indiana University</td>
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<td>Armstrong James</td>
<td>Associate Professor, Foundations, Technology &amp; Secondary Education</td>
<td>Ph.D., University of Illinois</td>
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<td>Atlakson Philip</td>
<td>Associate Professor, Theatre Arts</td>
<td>M.A., State University of New York, Binghamton</td>
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<td>Ayers Kathleen L</td>
<td>Associate Professor, Mathematics</td>
<td>Ph.D., University of Idaho</td>
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<td>Bahruth Robert</td>
<td>Associate Professor, Elementary Education &amp; Specialized Studies</td>
<td>Ph.D., University of Texas, Austin</td>
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<tr>
<td>Baker Charles W</td>
<td>Professor, Biology</td>
<td>Ph.D., Oregon State University</td>
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<td>Baker Richard P</td>
<td>Professor, Sociology</td>
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<td>Baldassarre Joseph A</td>
<td>Professor, Music</td>
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<td>Bammel Brad P</td>
<td>Associate Professor, Chemistry</td>
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<td>Banks Richard C</td>
<td>Chair &amp; Professor, Chemistry</td>
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<td>Barney Lloyd Dwayne</td>
<td>Associate Professor, Marketing &amp; Finance</td>
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<td>Barr Robert</td>
<td>Dean &amp; Professor, College of Education</td>
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<td>Bauwens Jeanne</td>
<td>Associate Professor, Elementary Education &amp; Specialized Studies</td>
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<td>Bechard Marc Joseph</td>
<td>Graduate Program Coordinator, Raptor Biology</td>
<td>Professor, Biology, Ph.D., Washington State University</td>
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<td>Belfy Jeanne Marie</td>
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<td>Benson Elmo B</td>
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Button Sherman G (1976)  
Professor, Health, Physical Education and Recreation; Ph.D., University of Utah

C

Carter Loren S (1970)  
Professor, Chemistry; Ph.D., Washington State University

Centanni Russell (1973)  
Professor, Biology; Ph.D., University of Montana

Chastain Garvin (1978)  
Professor, Psychology; Ph.D., University of Texas, Austin

Chevalier Susan M (1990)  
Assistant Professor, Elementary Education & Specialized Studies; Ph.D., University of Missouri-Columbia

Christensen Steve (1987)  
Assistant Professor, Foundations, Technology & Secondary Education; Ph.D., University of Idaho

Colby Conrad (1970)  
Chair & Professor, Respiratory Therapy; Ph.D., University of Montana

Cooper Allene (1993)  
Writing Program Director & Assistant Professor, English; Ph.D., Arizona State University

Corbin A Robert (1967)  
Assistant Professor, Sociology; Th.M., Iliff School of Theology

Cornwell Robert (1969)  
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Cotrell Gretchen (1991)  
Assistant Professor, Social Work; Ph.D., University of California, Berkeley

Cox David (1992)  
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Cox Marvin (1977)  
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Cox T Virginia (1967)  
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D

Davis Charles (1963)  
Director, Interdisciplinary Studies Program; Professor, English; Ph.D., University of North Carolina, Chapel Hill

Dayley Jon Philip (1982)  
Professor, English; Ph.D., University of California, Berkeley

Dodson Jerry (1970)  
Professor, Psychology; Ph.D., Purdue University

Donaldson Paul R (1975)  
Chair & Professor, Geosciences; Ph.D., Colorado School of Mines

Dorman Patricia (1967)  
Professor, Sociology; Ph.D., University of Utah

Douglas Dorothy P (1981)  
Professor, Biology; Ph.D., University of California, Berkeley

Douglass J D Jr (1972)  
Professor, Art; M.F.A., Cranbrook Academy of Art

Downs Richard R (1975)  
Counseling Psychologist, Counseling; Associate Professor, Psychology; Ed.D., Ball State University

Draayer Gerald F (1976)  
Director, Center for Economic Education; Associate Professor, Economics; Ph.D., Ohio University

Dubert LeeAnn (1992)  
Assistant Professor, Foundations, Technology & Secondary Education; M.A., University of Iowa

Dufty Alfred M (1988)  
Associate Professor, Zoology; Ph.D., State University of New York, Binghamton

Dykstra Dewey I, Jr (1981)  
Associate Professor, Physics; Ph.D., University of Texas Austin

E

Eastman Phillip (1977)  
Interim Dean, Arts & Sciences; Professor, Mathematics; Ph.D., University of Texas

Edmundson Eldon (1976)  
Dean and Professor, College of Health Science; Ph.D., Washington State University

Edmundson Phyllis J (1974)  
Associate Dean and Professor, College of Education; Ed.D., University of Northern Colorado

Eisley Mark (1990)  
Program Director & Assistant Professor, Instructional/Performance Technology; Ph.D., Brigham Young University

Elliott Catherine (1982)  
Associate Professor, Music; M.A., Boise State University

Elliott Wilber D (1969)  
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Ellis Robert W (1971)  
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F

Fahleson Genger A (1974)  
Associate Professor, Health, Physical Education and Recreation; Ph.D., University of Wyoming

Farnsworth Judy (1989)  
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Feldman Alex (1988)  
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Ferguson David J (1970)  
Associate Professor, Mathematics; Ph.D., University of Idaho
Fletcher Allan W (1970)  
Professor, History; Ph.D., University of Washington

Foraker-Thompson Jane (1981)  
Associate Professor, Criminal Justice Administration; Ph.D., Stanford University

Frank Alan (1984)  
Chair & Professor, Marketing & Finance; Ph.D., University of Arizona

Freemuth John C (1986)  
Associate Professor, Political Science; Ph.D., Colorado State University

French Judith (1976)  
Professor, Elementary Education & Specialized Studies; Ph.D., Florida State University

Friedli Robert L (1972)  
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Frommueller Michael P (1990)  
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Fry Phillip C (1987)  
Associate Professor, Computer Information Systems & Production Management; Ph.D., Louisiana State University

Fuhriman Jay R (1982)  
Director, Bilingual Education & Professor, Elementary Education & Specialized Studies; Ed.D., Texas A & I University

Fuller Eugene G (1967)  
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Furh, Daniel L. (1989)  
Assistant Professor, Management; J.D., University of Illinois, Urbana

Gallup V Lyman (1977)  
Associate Professor, Computer Information Systems & Production Management; Ph.D., University of Oregon

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Associate Professor, Management; Ph.D., Case Western Reserve University

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Assistant Professor, Management; Ph.D., University of Utah

Chair & Associate Professor, Mathematics; Ph.D., University of Colorado

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Associate Professor, Mathematics; Ph.D., Washington State University

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Associate Professor, English; Ph.D., Northwestern University

Hambelton Benjamin E (1975)  
Assistant Executive Vice President; Director, Simplot/Micron Instructional Technology Center; Assistant Professor, Education; M.Ed., Utah State University

Hanlon Heather (1991)  
Professor, Art; Ph.D., University of Oregon

Harkness Daniel (1993)  
Assistant Professor, Social Work; Ph.D., University of Kansas

Hausrath Alan R (1977)  
Professor, Mathematics; Ph.D., Brown University

Heap Felix A. (1978)  
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Associate Professor, Social Work; Ph.D., University of Wisconsin, Madison

Hoeger Werner W K. (1986)  
Director, Human Performance Laboratory; Professor, Health, Physical Education and Recreation; Ed.D., Brigham Young University

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Hollenbaugh Kenneth M. (1968)  
Dean, Graduate College and Research; Professor, Geosciences; Ph.D., University of Idaho

Hoopes Gaye (1977)  
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Hourcade Jack Joseph (1987)  
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Hoyt Kathleen A (1990)  
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Hsu Madeleine (1971)  
Professor, Music; Ph.D., New York University

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Assistant Professor, Mathematics; M.S., Brandeis University

Huff Daniel D (1970)  
Professor, Social Work; M.S.W., University of Kansas

Huff Howard L (1965)  
Professor, Art; M.F.A., University of Idaho

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Associate Professor, Mathematics; Ph.D., Montana State University
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  Secondary Education; Ph.D., University of Oregon
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  Chair & Professor, History; Ph.D., Texas Christian
  University
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Kelley Lorrie Lynn (1991)
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  Kansas
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  Professor, Mathematics; Ph.D., University of British
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  Professor, Political Science; Ph.D., University of Notre
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Purdy Craig A (1987)  
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Reynolds R Larry (1979)  
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Robbins Bruce (1990)  
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Roberts George F (1970)  
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Russell James K (1969)  
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Rued William (1993)  
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Smith Kirk (1993)  
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Smith William S (1973)  
Professor, Physics; Ph.D., University of Wisconsin, Madison  

Snow Mark E (1971)  
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Snyder Walter S (1984)  
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Spinosa Claude (1970)  
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Steiner Stan (1992)  
Assistant Professor, Elementary Education & Specialized Studies; M.S., Northern State College, North Dakota  

Stitzel Thomas E (1975)  
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Stokes Lee W (1987)  
Associate Professor, Health Studies; Ph.D., University of Minnesota, Minneapolis  

Stohr-Gilmore Mary (1993)  
Assistant Professor, Criminal Justice Administration; Ph.D., Washington State University  

Straub Hilary (1984)  
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Suedmeyer Joan A (1986)  
Associate Professor, Elementary Education & Specialized Studies; Ed.D., Syracuse University  

Sulanke Robert (1970)  
Professor, Mathematics; Ph.D., University of Kansas  

Thomason George (1974)  
Associate Professor, Music; M.A., Boise State University  

Thorsen Carolyn (1987)  
Associate Professor, Foundations, Technology & Secondary Education; Ph.D., Utah State University  

Trusky Tom (1970)  
Professor, English; M.A., Northwestern University  

Twyce Charlotte (1986)  
Professor, Economics; Ph.D., University of Washington  

Uehling Karen S (1981)  
Assistant Professor, English; M.A., University of California, Irvine  

V  

Vahey JoAnn T (1973)  
Professor, Nursing; Ed.D., Columbia University  

Vaughn Ross E (1973)  
Professor, Health, Physical Education and Recreation; Ph.D., Washington State University  

Vinz Warren L (1968)  
Professor, History; Ph.D., University of Utah  

Virta Alan (1988)  
Head of Special Collections, Library; Assistant Professor, Library Science; M.L.S., University of Maryland  

Waag Charles J (1981)  
Professor, Geosciences; Ph.D., University of Arizona  

Waite Wenden W (1976)  
Professor, Elementary Education & Specialized Studies; Ph.D., Utah State University  

Walsh Anthony (1984)  
Professor, Criminal Justice Administration; Ph.D., Bowling Green State University  

Warberg William B (1977)  
Director, Internships /Cooperative Education; Associate Professor, Computer Information Systems & Production Management; Ed.D., Oregon State University  

Ward Frederick R (1969)  
Professor, Mathematics; Ph.D., Virginia Polytechnic Institute & State University  

Warner Kathleen C (1966)  
Assistant Professor, English; Ph.D., Indiana University, Bloomington  

Weatherby James B (1989)  
Director, Public Affairs Program; Associate Professor, Political Science; Ph.D., University of Idaho  

Takeda Yozo (1968)  
Professor, Mathematics; Ph.D., University of Idaho  

Taye John A (1975)  
Professor, Art; M.F.A., Otis Art Institute  

Taylor Ronald S (1975)  
Associate Professor, Art; M.F.A., Utah State University
White Craig (1980)  
Professor, Geosciences; Ph.D., University of Oregon

White Harry (1988)  
Assistant Professor, Finance; Ph.D., Texas A & M

Wicklow-Howard Marcia (1975)  
Professor, Biology; Ph.D., Oregon State University

Widmayer Jayne A (1978)  
Professor, English; Ph.D., University of Michigan

Willis Lonnie L (1970)  
Professor, English; Ph.D., University of Colorado, Boulder

Wilson Monte D (1969)  
Professor, Geosciences; Ph.D., University of Idaho

Wilterding Jim (1976)  
Professor, Management; D.B.A., Texas Tech University

Chair & Professor, Management; J.D., University of Michigan

Witt Stephanie L (1989)  
Assistant Professor, Political Science; Ph.D., Washington State University

Witte Mary (1989)  
Professor, Art; Ph.D., University of Wisconsin

Wollheim Peter (1989)  
Associate Professor, Communication; Ph.D., McGill University

Wood Spencer H (1977)  
Professor, Geosciences; Ph.D., California Institute Of Technology

Young Jerry L (1964)  
Professor, Mathematics; Ed.D., University of Northern Colorado

Young Katherine (1988)  
Professor, Elementary Education & Specialized Studies; Ed.D., Utah State University

Young Virgil M (1967)  
Chair & Professor, Foundations, Technology & Secondary Education; Ed.D., University of Idaho

Yunker Douglas (1976)  
Associate Professor, Social Work; M.S.W., Indiana University

Zaerr Linda M (1987)  
Associate Professor, English; Ph.D., Washington State University

Zirinsky Driek (1984)  
Professor, English; Ph.D., University of North Carolina Chapel Hill

Zirinsky Michael P (1973)  
Professor, History; Ph.D., University of North Carolina Chapel Hill
## Adjunct Graduate Faculty

Part Time Faculty, Faculty from Other Universities, and Personnel from Affiliated Agencies as of February 1994

*NOTE: The date in parentheses is the year of first graduate appointment.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Department</th>
<th>Year</th>
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<tbody>
<tr>
<td>Ablese Ernest</td>
<td>Ph.D., Biology</td>
<td>(1987)</td>
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<td>Anderson Jay</td>
<td>Ph.D., Biology</td>
<td>(1986)</td>
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<td>Anderson Robert</td>
<td>C. Ph.D., Biology</td>
<td>(1986)</td>
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<td>Bednarz James</td>
<td>C. Ph.D., Biology</td>
<td>(1990)</td>
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<td>Beecham John</td>
<td>J. Ph.D., Biology</td>
<td>(1986)</td>
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<td>Blount Charles</td>
<td>W. Ph.D., Geosciences</td>
<td>(1987)</td>
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<td>Bowmer Richard</td>
<td>Ph.D., Biology</td>
<td>(1986)</td>
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<td>Bunde Daryl</td>
<td>Eugene Ph.D., Biology</td>
<td>(1986)</td>
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<td>Burns Diane</td>
<td>M.A., Elementary Education</td>
<td>(1994)</td>
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<td>Cockerum Joanne</td>
<td>M.S.W., Social Work</td>
<td>(1993)</td>
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<td>Costello T</td>
<td>Patrick M.S.W., Social Work</td>
<td>(1993)</td>
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<td>Dougherty Martin</td>
<td>E. Ph.D., Geosciences</td>
<td>(1992)</td>
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<td>Edles Laura</td>
<td>Ph.D., Sociology</td>
<td>(1993)</td>
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<td>Farrell Larry</td>
<td>Don Ph.D., Biology</td>
<td>(1986)</td>
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<td>Fuller Mark</td>
<td>R. Ph.D., Biology</td>
<td>(1992)</td>
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<td>Griffith John</td>
<td>S. Ph.D., Biology</td>
<td>(1987)</td>
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<td>Hackett William</td>
<td>R. Ph.D., Geosciences</td>
<td>(1987)</td>
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<td>Hawkins Nina</td>
<td>M.L.S., Elementary Education</td>
<td>(1992)</td>
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<td>Heckler Elizabeth</td>
<td>Ph.D., Political Science</td>
<td>(1985)</td>
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<td>Holmes Robina</td>
<td>M.Ed., Elementary Education</td>
<td>(1992)</td>
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<td>Holte Karl</td>
<td>E. Ph.D., Biology</td>
<td>(1987)</td>
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<td>House Edwin</td>
<td>W. Ph.D., Biology</td>
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<td>Johnson Donald</td>
<td>R. Ph.D., Biology</td>
<td>(1987)</td>
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<td>Keller Barry</td>
<td>L. Ph.D., Biology</td>
<td>(1986)</td>
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<td>Kerns-Blain</td>
<td>Angeline M.A., Sociology</td>
<td>(1990)</td>
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<td>Knapp James</td>
<td>M.S.W., Social Work</td>
<td>(1993)</td>
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<td>Knick Steven</td>
<td>T. Ph.D., Biology</td>
<td>(1990)</td>
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<td>Knox Ellis (Skip)</td>
<td>Ph.D., History</td>
<td>(1990)</td>
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<td>Kochert Michael</td>
<td>Ph.D., Biology</td>
<td>(1987)</td>
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<td>Linder Allan</td>
<td>D. Ph.D., Biology</td>
<td>(1986)</td>
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<td>Link Paul Karl</td>
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<td>Maley Terry</td>
<td>Ph.D., Geosciences</td>
<td>(1980)</td>
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<td>Marzluff John</td>
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<td>McCune Mary Joan</td>
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<td>Ore H. Thomas</td>
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<td>Osiensky James</td>
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<td>Pruitt Gina</td>
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<td>(1993)</td>
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2. Morrison Center (2201)
3. Health Science Center (2278)
4. Science / Nursing (2133)
5. Student Support Program, Education Annex (2200)
6. University Courts (2209-95, Yale Lane)
7. University Arts (2506-60, Boise Ave.)
8. Education Building (2133)
9. Public Affairs & Art West (2100)
10. Student Health Center (2100)
11. Simplot/Micron Center (2265)
13. Career Center (2065 University Drive)
15. Administration Building (1910)
16. University Manor (1910-2024 Boise Ave.)
17. Library (1866)
18. Hemingway Western Studies Center (1819)
19. Liberal Arts Building (1874)
20. Heating Plant (1833)
21. Special Events Center (1800)
22. Communication Building / KSSU Radio (1711)
23. Dragal Hall (1807)
24. Morrison Hall (1515)
25. Chaffe Hall (1421)
26. Historic Opaline School (1723)
28. Student Union Building (1700)
29. SUB Annex 1, Arbiter (1665 University Dr.)
30. SUB Annex 2 (1006 University Drive)
31. Art Annex 2 (1102 Lincoln Ave.)
32. Art Annex 5 (1115 Lincoln Ave.)
33. Theater Arts (11010 Lincoln Ave.)
34. Art Annex 3 (1006 Michigan Ave.)
35. Physical Education, Pool (1476)
36. Pavilion (1401)
37. Human Performance Lab, Gym (1404)
38. Mechanical Technology Building (1450)
39. Technical Services (1464)
40. Physical Plant / Central Receiving (1004 Vermont)
41. Art Annex 6 (1020 Vermont Ave.)
42. Education Talent Search, Art Annex 7 (1024 Vermont Ave.)
43. Art, Ceramic & Photo 1 (1426 Belmont St)
44. VT Child Care Lab (1504 Bermond St)
45. A.E. Classroom (1110 Vermont St)
46. Maintenance Building (1396)
47. Diesel Technology (1319)
48. Culinary Arts (1310)
49. Applied Technology (1402)
50. Idaho Sports Medicine Institute (1186)
51. Bronco Stadium (1190)
52. Christ Chapel (1010 Campus Lane)
53. Varsity Center (1190)
54. Engineering Technology (1375)
55. English Annex (1875 University Drive)
56. Lincoln Hall (1015-21 Lincoln Ave.)
57. Amphitheater (1801 Campus Lane)
58. Modular Classrooms (Numbers 1, 2, & 3)
59. Technical Support 1 (1006 Euclid Ave.)
60. Technical Support 2 (1013 Euclid Ave.)
61. Construction Mgmt. Lab (1029 Manitous Ave.)
62. ISBDC (1021 Manitous Ave.)
63. Art Annex 11 (1008 Michigan Ave.)
64. Art Annex 4 (1108 Michigan Ave.)
65. Intramural and Recreation Facility
66. Biblical Studies Center
67. Modular Classrooms (Numbers 4-11)
68. Department of Campus Safety (2240 University Dr.)

Boise State University CAMPUS MAP