Master of Science in Accountancy, Taxation

College of Business and Economics
Business Building, Room 117G
Telephone 208 385-1126
Internet abauanchu@cobfac.idbsu.edu

Program Administrator: J. Renee Anchustegui
Associate Dean and Graduate Studies Director:
Harry White
Full Graduate Faculty: William C. Lathen, C. Mike Merz, David Nix, Gordon Pirrong

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, applicants are encouraged to inquire about course offerings by calling the chair of the department or the Dean of the Graduate College.

General Information

The Master of Science in Accountancy, Taxation at Boise State University is designed to prepare candidates for a career within the broader framework of general business decision making. In a world of complex tax laws, tax professionals must have a perspective extending beyond the details of the Internal Revenue Code. They must be leaders in understanding the functions and limitations of revenue laws, in communicating their knowledge, and in assuring the efficiency and fairness of the tax system. As tax professionals progress in their career, they will receive added responsibilities, including managing employees and providing key advice on a broad range of business topics.

Graduates will develop technical competence and the business knowledge required to meet these additional demands. Thus, graduates may use their tax knowledge as a springboard into positions such as controller, vice president of taxation, chief financial officer, partner, and owner of their own firm.

Graduate Assistantships are available and cover the student’s tuition and fees plus a stipend. Applicants must be admitted to the MSA program during their year of service. Application deadlines: Fall - March 1; Spring - October 1.

Under certain conditions, and with approval of the MSA program director and the department head concerned, MSA students may earn up to a maximum of 3 credit hours of Directed Research or internship credits which apply to graduation requirements.

Application and Admission Requirements

Initial acceptance in order to take MSA classes is based on the applicant’s academic performance, leadership experience, professional experience, aptitude for graduate study, general motivation, and managerial attributes. All applicants must fulfill the following requirements prior to enrolling in MSA classes.

1. Applicants to the MSA program must have graduated from an accredited college or university with a Bachelor’s degree. Copies of official transcripts are also required upon initial application.

2. A GMAT score of 475 and a cumulative GPA of 2.9 (C = 2.0) are generally considered minimal. New applicants for the program should furnish documentary evidence of GMAT score at the same time official transcripts are provided. For Fall enrollment, students should arrange to take the GMAT by January. For spring enrollment, the GMAT should be taken no later than June.

3. Foreign students must score a minimum of 550 on the TOEFL or its equivalent. Foreign students may also be asked to take an English proficiency exam at BSU.

4. Two years of significant work experience. This may be waived if the applicant has a GMAT score of 600 or higher.

5. Current expanded professional resume which accurately reflects professional work experience.

6. Two letters of reference (one preferably from an academic source) which address the applicant’s strengths, weaknesses, benefits the applicant may receive from our MSA program, and what the applicant can contribute to our MSA program.

7. A brief response (maximum 2 pages, double spaced) discussing one of the following:
   A. Career goals both short-term and long term. What role does an MSA program, in general, and BSU’s MSA program in particular, play in helping the applicant achieve these goals?
   B. Two or three situations in the past three years where the applicant has taken a leadership role. How do these events demonstrate the applicant’s managerial potential?
   C. A brief, candid self evaluation. Include some discussion of the abilities and other attributes the applicant believes are their strengths and some discussion of areas where the applicant would like to develop more fully. What does the applicant consider most unique or distinctive about themselves?

Final acceptance to a Master degree is based upon the Graduate College evaluation and acceptance of the applicant.

Undergraduate students will no longer be allowed in MSA classes under the University’s Permit for Seniors to Take Graduate Courses policy.
Master of Science in Accountancy

Application packet deadlines:
Summer, Fall entry .................................................. March 1
Spring entry ............................................................... October 1

Degree Requirements

Course Number and Title | Credits |
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The MSA degree consists of a minimum of 30 semester hours of credit from offerings described below:

**Required Courses:**
<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AC 520 Research in Federal Taxation</td>
<td>3</td>
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<tr>
<td>AC 525 Partnership Tax Law</td>
<td>3</td>
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<tr>
<td>AC 530 Corporate Tax Law I</td>
<td>3</td>
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<tr>
<td>AC 533 Corporate Tax Law II</td>
<td>3</td>
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<tr>
<td>AC 535 Estate &amp; Gift Taxation</td>
<td>3</td>
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<tr>
<td>AC 545 Real Estate Tax Law</td>
<td>3</td>
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</tbody>
</table>

**Elective Courses:**
<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AC 555 Farm &amp; Natural Resource Taxation</td>
<td>3</td>
</tr>
<tr>
<td>AC 560 Income Taxation of Trusts &amp; Estates</td>
<td>3</td>
</tr>
<tr>
<td>AC 565 Deferred Compensation Taxation</td>
<td>3</td>
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<tr>
<td>AC 570 State Taxation &amp; Procedures</td>
<td>3</td>
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<tr>
<td>AC 575 International Taxation</td>
<td>3</td>
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<tr>
<td>AC 577 Computer Applications in Taxation</td>
<td>3</td>
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<tr>
<td>AC 579 Current Tax Topics &amp; Policy Issues</td>
<td>3</td>
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<tr>
<td>AC 590 Practicum/Internship</td>
<td>3</td>
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</tbody>
</table>

**Non-Accountancy Electives:**
Elective chosen from non-accountancy graduate or undergraduate G courses. (G courses are limited to a maximum of 3 credits.)

**Approved Tax Accounting Internship, Professional Paper or other Approved Graduate course:**
The professional paper must be on an approved topic, coordinated, and supervised by a committee assigned by the Department of Accountancy. An advisor is assigned to each MSA major in order to assist in the choices available to the candidate.

Total 30

Course Offerings

**AC ACCOUNTANCY**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**AC 590 PRACTICUM/INTERNSHIP (3-0-3).**
Master of Business Administration

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Program Administrator: J. Renee Anchustegui  
Associate Dean and Graduate Studies Director: Harry White

Accountancy  
Full Graduate Faculty: William C. Lathen, C. Mike Merz, David Nix, Gordon Pirrong

CIS & Production Management  
Full Graduate Faculty: Robert Anson, Susan Brender, Phillip Fry, V. Lyman Gallup, Gary I. Green, David F. Groebner, Jerry LaCava, Robert Minch, Patrick Shannon

Economics  
Full Graduate Faculty: Gerald Draayer, Peter Lichtenstein, Christine Loucks, Richard Payne, Arun Raha, Larry Reynolds, Chuck Skoro, Charlotte Twight

Management  
Full Graduate Faculty: John Bigelow, Michael B. Bixby, Michael P. Fronmueller, Roy Glen, Newell Gough, Nancy K. Napier, William A. Wines

Marketing and Finance  
Full Graduate Faculty: Dwayne Barney, Alan Frankie, Mohan Limaye, Douglas J. Lincoln, Matthew Maher, K. Gary McCain, Earl Naumann, Nina Ray, Diane Schooley, Tom Sitzel, Harry White  
Associate Graduate Faculty: Ed Petkus, Richard Pompian, Kirk Smith

Vietnam MBA Program  
Adjunct Graduate Faculty: Vishwanath V. Baba, Brad Brown, John S. Fall, Peter A. Liu, C. Kay Luthy, John D. McIntyre, Jr., Anthony W. Olbrich, Bengt A. Sankull, Dwight R. Thomas

General Information  

The Master of Business Administration at Boise State University is designed to provide a high quality academic program to assist in the development of tomorrow's business leaders. Emphasizing the needs of fully employed students, the program strives to provide students with a thorough grounding in each of the functional business areas. Integration of student's knowledge across these functional disciplines is one of the program's key objectives.

The MBA program provides a general management perspective that requires students to consider the social, environmental, and ethical context of managerial actions and enables them to target problems, select viable alternatives, and take appropriate action.

Teaching styles among the faculty range from formal textbook and supplementary syllabus readings to case methods, simulation and fieldwork. In addition to lectures, research projects, case analysis, discussion groups and guest speakers, several courses incorporate group projects as an integral part of the learning.

Graduate Assistantships are available and cover the student's tuition and fees plus a stipend. Applicants must be admitted to the MBA program during their year of service. Application deadlines: Fall - March 1; Spring - October 1.

Under certain conditions, and with approval of the MBA program director, MBA students may earn up to a maximum of 3 credit hours of Directed Research or internship credits which apply to graduation requirements.

Application and Admission Requirements

Initial acceptance in order to take MBA classes is based on the applicant's prior academic performance, leadership experience, professional experience, aptitude for graduate study, general motivation, and managerial attributes. All applicants must fulfill the following requirements prior to enrolling in MBA classes:

1. Applicants to the MBA program must have graduated from an accredited college or university with a Bachelor degree. Copies of official transcripts are also required upon initial application.

2. A GMAT score of 475 and a cumulative GPA of 2.9 (C=2.0) are generally considered minimal. New applicants for the program should furnish documentary evidence of GMAT scores at the same time official transcripts are provided. For fall enrollment, students should arrange to take the GMAT by January. For spring enrollment, the GMAT should be taken no later than June.

3. Foreign students must score a minimum of 550 on the TOEFL or its equivalent. Foreign students may also be asked to take an English proficiency exam at BSU.

4. Two years of significant work experience. This may be waived if the applicant has a GMAT score of 600 or higher.

5. Current expanded professional resume which accurately reflects professional work experience.

6. Two letters of reference (one preferably from an academic source) which address the applicant's strengths, weaknesses, benefits the applicant may receive from our MBA program, and what the applicant can contribute to our MBA program.

7. A brief response (maximum 2 pages, double spaced) discussing one of the following:
Master of Business Administration

A. Career goals, both short-term and long-term. What role does an MBA program, in general, and BSU’s MBA program in particular, play in helping the applicant achieve these goals?

B. Two or three situations in the past three years where the applicant has taken a leadership role. How do these events demonstrate the applicant’s managerial potential?

C. A brief, candid self evaluation. Include some discussion of the abilities and other attributes the applicant believes are their strengths and some discussion of areas where the applicant would like to develop more fully. What does the applicant consider most unique or distinctive about themselves?

8. A student must be accepted to either the MBA program or another Master’s program to take MBA classes.

Final acceptance leading to a Master degree is based upon the Graduate College evaluation and acceptance of the applicant.

Note: A good understanding of algebra, calculus, and computer competency are essential to successful progress in the MBA program. Students may wish to brush up on these skills prior to admission.

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

Application packet deadlines:
Summer, Fall entry .................................................. March 1
Spring entry ............................................................. October 1

Students will typically be notified of their admittance status by March 31 or October 31.

Degree Requirements
The MBA requires a minimum of 33 semester credit hours and a maximum of 54 semester credit hours. The exact number of credits required depends upon the student’s prior academic experience.

Specialization: While there is no major available in the MBA program, once students satisfy the functional core of courses, they can emphasize an area of concentration with their elective credits. This specialization can expand beyond business to such areas as health policy or public administration.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Foundation Courses:</strong></td>
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<tr>
<td>MB 512 Business Statistics ............................................. 3</td>
<td></td>
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<tr>
<td>MB 514 Economic Theory and Analysis ........................................ 3</td>
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<tr>
<td>MB 516 Law for Managers .................................................. 3</td>
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<tr>
<td>MB 517 Accounting for Managers ........................................... 3</td>
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<tr>
<td>MB 523 Production and Operations Management ............................. 3</td>
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<tr>
<td>MB 525 Corporate Finance .................................................... 3</td>
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<tr>
<td>MB 529 Marketing Management ............................................... 3</td>
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<tr>
<td><strong>Advanced Courses:</strong></td>
<td>24</td>
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<tr>
<td>MB 531 Business Perspectives ............................................... 3</td>
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<tr>
<td>MB 532 Accounting and Control Issues ...................................... 3</td>
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<tr>
<td>MB 533 Operations and Information Issues ................................ 3</td>
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<tr>
<td>MB 536 Business in a Global Society ....................................... 3</td>
<td></td>
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<tr>
<td>MB 538 Organizational Issues ............................................... 3</td>
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<tr>
<td>MB 539 Marketing and Customer Service Issues ........................... 3</td>
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<tr>
<td>MB 545 Financial Management Issues ...................................... 3</td>
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<tr>
<td>MB 546 Strategic Management ................................................. 3</td>
<td></td>
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<tr>
<td><strong>Electives:</strong></td>
<td>9</td>
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<tr>
<td>EC 560 Economics of Public Policy ......................................... 3</td>
<td></td>
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<td>MG 541 Human Resource Management ....................................... 3</td>
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<tr>
<td>MB 580 Selected Topics - Accounting ....................................... 3</td>
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<tr>
<td>MB 581 Selected Topics - Information Systems ............................ 3</td>
<td></td>
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<tr>
<td>MB 582 Selected Topics - Economics ........................................ 3</td>
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<tr>
<td>MB 583 Selected Topics - Finance ............................................ 3</td>
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<tr>
<td>MB 584 Selected Topics - Operations/Production .......................... 3</td>
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<td>MB 585 Selected Topics - Management ....................................... 3</td>
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<tr>
<td>MB 586 Selected Topics - Marketing ......................................... 3</td>
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<tr>
<td>MB 587 Selected Topics - International Business .......................... 3</td>
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<tr>
<td>MB 589 Individual Development Series ..................................... 3</td>
<td></td>
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<tr>
<td>MB 590 Internship ................................................................... 3</td>
<td></td>
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<tr>
<td>MB 596 Directed Research ...................................................... 1-3</td>
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</tbody>
</table>

Two undergraduate "G" courses may be taken for graduate credit if cleared by the Graduate Program Director.

| Total | 33-54 |

Course Offerings

MB MASTER OF BUSINESS

FOUNDATION COURSES

MB 512 BUSINESS STATISTICS (3-0-3). Examines the use of statistics in decision-making, presentation and summarization of data, estimation, hypothesis testing, regression analysis, analysis of variance, time series and forecasting, and non-parametric methods.

MB 514 ECONOMIC THEORY AND ANALYSIS (3-0-3). Offers an accelerated, integrated introduction to economic analysis of the price
system and the aggregate performance of developed economies, including supply and demand, basic market structures, income distribution, employment, inflation, growth and international trade.

**MB 516 LAW FOR MANAGERS (3-0-3).** Explores the history and development of the partnership and corporate forms of business organization and the legal environment which creates and regulates a manager’s duties toward the corporation, employees, shareholders, and members of the general public.

**MB 517 ACCOUNTING FOR MANAGERS (3-0-3).** Provides a working knowledge of financial and managerial accounting tools, techniques and procedures.

**MB 523 PRODUCTION AND SYSTEMS MANAGEMENT (3-0-3).** Emphasizes the management of the production/operation function and its integration with other organizational activities, including forecasting models, design and layout of the production system, scheduling, location analysis, quality control, and material acquisition. PREREQ: MB 512.

**MB 525 CORPORATE FINANCE (3-0-3).** Examines concepts and techniques of corporate institutional and investment finance, including time value of money, corporate banking relationships, current assets management, and efficient markets. PREREQ: MB 512 and MB 517.

**MB 529 MARKETING MANAGEMENT (3-0-3).** Covers activities and models used in marketing, identifying and interpreting buyers’ needs, market segmentation, and designing a balanced marketing program.

**ADVANCED COURSES**

**MB 531 BUSINESS PERSPECTIVES (3-0-3).** Examines major forces transforming business (e.g., globalization, information technology, market segmentation and workforce diversity) as well as strategic and tactical actions firms take in response to such challenges, including mass customization, flexible manufacturing, downsizing, outsourcing and strategic partnering. PREREQ: MB 512, MB 514, MB 516, MB 517, MB 523, MB 525, MB 529. Students can take one of these courses concurrently with the Perspectives course if all the other prerequisite courses have been completed. In addition, MB 531 (Business Perspectives) can also be taken concurrently with one Advanced course if it is the first Advanced course a student takes. Only one Foundation and/or Advanced course can be taken concurrently with MB 531.

**MB 532 ACCOUNTING AND CONTROL ISSUES (3-0-3).** The overall objective of this course is an understanding of accounting control systems and a thorough understanding of the emerging issues in cost management. The integration of content from computer information systems, production and cost/managerial accounting is a central part of the course. PREREQ: MB 531, MB 517 or equivalent. MB 531 (Business Perspectives) is required, but can be taken concurrently with this course if it is the first Advanced course a student takes. Only one Advanced course can be taken concurrently with MB 531.

**MB 533 OPERATIONS AND INFORMATION ISSUES (3-0-3).** Considers the current state of technology in operations and information technology and how advances in these technologies interact to affect the strategic decisions organizations make about providing goods and services to a dynamic customer base. PREREQ: MB 531, MB 512 or equivalent.

**MB 536 BUSINESS IN A GLOBAL SOCIETY (3-0-3).** Analyzes the relationships between business and economic, ethical, legal, political, and social systems and the effects of these relationships on management decisions from national and international perspectives. PREREQ: MB 531, MB 516 or equivalent.

**MB 538 ORGANIZATIONAL ISSUES (3-0-3).** Examines contemporary issues in managing organizations and people from a general manager’s perspective, including extended enterprise management, organization design, organization learning and the management of change. PREREQ: MB 531.

**MB 539 MARKETING AND CUSTOMER SERVICE ISSUES (3-0-3).** Analyzes and integrates marketing concepts, models, and tools necessary to produce and execute marketing strategies focused upon customer needs and expectations, with emphasis on identifying “market” opportunities and challenges as well as assessing organizational marketing strengths and weaknesses. PREREQ: MB 531, MB 529 or equivalent.

**MB 545 FINANCIAL MANAGEMENT ISSUES (3-0-3).** Reviews dynamic financial analysis which emphasizes the current practical applications and complexities of capital budgeting, arbitrage arguments, risk-return models and financing alternatives. PREREQ: MB 531, MB 525, and MB 514 or equivalents.

**MB 546 STRATEGIC MANAGEMENT (3-0-3).** Examines how organizations obtain and deploy resources within a changing environment to gain and sustain a competitive advantage and includes analysis, formulation and implementation of business and corporate strategy. Integration of student’s prior course work across functional areas is a major component of this course. PREREQ: MB 531, MB 532, MB 533, MB 536, MB 538, MB 539, MB 545. In special circumstances, at most one of these courses can be taken as a co-requisite given prior permission of the instructor.

**ELECTIVES**

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

**MG 541 HUMAN RESOURCE MANAGEMENT (3-0-3) (Intermittent).** Effective management of human resources including discussion of the supervisory processes conducive to reducing labor costs and increasing productivity. Special attention is given the human, organizational, and environmental constraints which limit managerial actions. Techniques for effectively functioning within these constraints. SELECTED TOPICS: Contemporary topics courses offered intermittently.

**MB 580 SELECTED TOPICS - ACCOUNTING**

**MB 581 SELECTED TOPICS - INFORMATION SYSTEMS**

**MB 582 SELECTED TOPICS - ECONOMICS**

**MB 583 SELECTED TOPICS - FINANCE**

**MB 584 SELECTED TOPICS - OPERATIONS/PRODUCTION**

**MB 585 SELECTED TOPICS - MANAGEMENT**

**MB 586 SELECTED TOPICS - MARKETING**

**MB 587 SELECTED TOPICS - INTERNATIONAL BUSINESS**

**MB 589 INDIVIDUAL DEVELOPMENT SERIES.** Each student’s skill set will be assessed during their first year of study and a program of skill development activities will be agreed to with the student’s advisor. Development activities may include: skill-building workshops; approved seminars; in-class assignments (such as presentations, team projects, problem solving facilitation); organizational practicums; public service practicums. PREREQ: None.

**MB 590 INTERNSHIP.** Available on a selective, limited basis. MBA students should consult with director.
The firm’s cost of capital. Cash-flow analysis and alternative investment decision rules are examined. Cases are used for classroom discussion as a link between theory and practice. PREREQ: FI 303, PR 208.

**FI 420G MANAGEMENT OF FINANCIAL INSTITUTIONS (3-0-3)(F).** The interaction between financial markets are examined, and their roles in the economy are discussed. Emphasis is placed on the changes taking place within the financial community and the effects on financial institutions in general and commercial banking in particular. PREREQ: FI 303, EC 301.

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

**FI 430G INTERNATIONAL FINANCE (3-0-3)(F).** Build a strong foundation on the relationship among international financial markets. Included is exchange rate determination and parity conditions across countries. Once the foundation is built, the multinational firm is examined in this framework. Included is working capital management, capital budgeting, and cost of capital for the multinational firm. PREREQ: FI 303, PR 208.

**FI 450G INVESTMENT MANAGEMENT (3-0-3)(F).** Examines the U.S. Securities markets from both a theoretical and a practical viewpoint. Topics include: mechanics of direct investment, measurement and management of risk and return, the Efficient Market Hypothesis, Modern Portfolio Theory, the Capital Asset Pricing Model, and analysis of investment performance. Class format incorporates lecture and readings and may include guest lecturers. PREREQ: FI 303, PR 208.

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

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

**MK 415G INTERNATIONAL MARKETING RESEARCH (3-0-3)(F/S).** Theory and the use of research for marketing decisions faced by global managers. Emphasizes planning, designing, and implementing research activities within a cross-cultural context. PREREQ: PR 208, MK 301.

**SPECIALIZATION COURSES**

**Health Policy Emphasis**
- HS 540 Health Information Management
- MH 520 Medical Care Systems
- EC 440G Health Economics

**Public Administration Emphasis**
- PA 504 Public Budgeting and Financial Administration
- PA 521 Intergovernmental Relations
- PA 550 The Executive and The Administrative Process
- PA 580-589 Selected Topics

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**Master of Business Administration**

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

**UNDERGRADUATE "G" COURSES**

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

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

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

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

**EC 440G HEALTH ECONOMICS (3-0-3)(S).** This course examines the economic issues associated with those individual and social decisions that influence the health of particular groups. The course also examines the production and delivery of health care and the economic and ethical aspects of health policy issues. Various economic approaches to the analysis of health policy are presented and evaluated. The focus of the course is the U.S. health care system. Comparisons will also be made to the health care systems of other nations. May be taken for graduate credit. PREREQ: M 106 or equivalent, PR 207, and EC 421.

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

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

**FI 411G CAPITAL BUDGETING AND PLANNING (3-0-3)(F).** Acquisition and allocation of long-term sources of funds are the subject of this course. Emphasis is placed on fund raising and the problems associated with measurement and structural influences on
Master of Arts in Communication

Department of Communication
Communication Building, Room 100
Telephone 208 385-3320

Department Chair and Graduate Program Coordinator: Marvin Cox
Full Graduate Faculty: Robert Boren, Marvin Cox, Peter Lutze, Suzanne McCorkle, Edward McLuskie, Janet Mills, Dan Morris, Ben Parker, Mary Rohlffing, Robert Rudd, Peter Wollheim
Associate Graduate Faculty: Mary McPherson, Rick Moore.
Adjunct Graduate Faculty: Marty Most

General Information
An M.A. in Communication includes two required courses beyond which students design their program of study. Students select from courses offered as Selected Topics in Communication and from courses approved for graduate credit throughout the university. The M.A. experience culminates in successful completion and defense of a Project (CM 591) or Thesis (CM 593).

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

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

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

Applications for Admission to the Graduate College are available from the Graduate Admissions Office. Request Department Application Packets from:
Graduate Admissions Committee
Department of Communication
Boise State University
Boise, Idaho 83725

Degree Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 500 Graduate Studies in Communication</td>
<td>1</td>
</tr>
<tr>
<td>CM 580-589 Selected Topics in Communication</td>
<td>12-15</td>
</tr>
<tr>
<td>Nine credits recommended to be selected from the student's interest area.</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>6-10</td>
</tr>
<tr>
<td>These credit hours are recommended to be selected from outside the Department of Communication.</td>
<td></td>
</tr>
<tr>
<td>CM 598 Graduate Seminar</td>
<td>1</td>
</tr>
<tr>
<td>CM 591 Project or CM 593 Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
</tr>
</tbody>
</table>

Course Offerings
CM COMMUNICATION
CM 500 GRADUATE STUDIES IN COMMUNICATION (2-0-1). An eight-week course examining the discipline's history and introducing students to the expectations of graduate work in the department.

CM 517 ORAL COMMUNICATION FOR TECHNICAL COMMUNICATORS (3-4-3) (F/S). An introduction to the theory and practice of the different types of oral communication practiced by technical communicators, including interviewing technical subject specialists and product users, group dynamics, gender issues, conflict management, and technical presentations, including the creation of presentation graphics. The course will be taught as a workshop. Students may not receive credit for both CM 517 and E 517.
PREREQ: E 516 OR PERM/INST.

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

CM 580 COMMUNICATION THEORY AND PHILOSOPHY
CM 581 COMMUNICATION RESEARCH METHODOLOGY
CM 582 COMMUNICATION EDUCATION
CM 583 COMMUNICATION TECHNOLOGY
CM 584 JOURNALISM AND MASS COMMUNICATION
CM 585 COMMUNICATION LAW AND POLICY
CM 586 COMMUNICATION AND PUBLIC AFFAIRS
CM 587 ORGANIZATIONAL COMMUNICATION
CM 588 INTERPERSONAL COMMUNICATION
CM 589 COMMUNICATION HISTORY
Doctor of Education in Curriculum and Instruction

College of Education
Education Building, Room 705
Telephone 208 385-1611

Associate Dean and Graduate Program Coordinator: Glenn Potter

Doctoral Graduate Faculty: Holly Anderson, Robert Barr, Steve Christensen, Genger Fahleson, Judy French, Werner Hoeger, Jack Hourcade, John Jensen, Bill Kozar, William Parrett, Linda Petlichkoff, Connie Pollard, Stanley Steiner, Roger Stewart, Carolyn Thorsen, Wenden Waite, Katherine Young, Virgil Young


Associate Graduate Faculty: Bobbie Birdsall, Chad Harris, Rickie Miller, Jenny Piazza, Lawrence Rogien, Del Siegel, Connie Thorngren, Kathryn Wayne

Adjunct Graduate Faculty: Patrick Bieter, Diane Burns, Nina Hawkins, Robina Holmes, Rich Johnson, Elizabeth Noonan, Ruth Phelps, Lynn Weathers

General Information

The doctoral program in curriculum and instruction, leading to an Ed.D. degree, is designed to develop graduates who will be effective leaders in educational reform and renewal. The coursework provides students with the basis for a thorough understanding of what schools are and can be, insights into the complexities of teaching and learning, and collaborative opportunities to work towards making a measurable and positive effect upon current education programs and student learning.

Application and Admission Requirements

The doctoral program involves a cohort of students in a common set of courses and experiences. The selection of a new cohort begins with an announcement that the College is accepting applications. The announcement will include an application deadline and describe the admission process which has two components: admission to the Graduate College and acceptance into the doctoral program. Applicants must submit the following materials to the Graduate Admissions Office:

1. Application for admission;
2. Official scores from the verbal, quantitative, and analytical reports of the Graduate Record Examination as well as the Special Examination in Education. The GRE must have been taken within seven years of the application date;
3. Minimum GPA of 3.0 on a 4.0 scale for all previous graduate work; and,
4. Official transcripts for all coursework indicating the completion of a Master’s degree or the functional equivalent.

At the same time, applicants should submit the following materials to the College of Education Doctoral Program Coordinator:

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

The Doctoral Program Council will review the materials submitted, make them available to other interested graduate faculty for analysis, and may schedule interviews with applicants. After arriving at a decision for each candidate, the Council recommends to the Graduate College Dean those that should be admitted.

Graduate Assistantships: Any student qualifying for admission may apply for one of a limited number of graduate assistantships offered each year. Awards consist of a stipend and fee waiver. To be considered, applications must be submitted to the Doctoral Program Coordinator by April 1. Typical assignments involve teaching undergraduate Teacher Education courses, serving as research assistants for graduate faculty, or a combination of both.

Program and Dissertation Advisors: Students will have Program and Dissertation advisors as they progress towards their degree. However, during the first term of the doctoral program, the Summer Residency Faculty will serve as unofficial advisors answering questions about the program and assisting students in making connections with graduate/dotalor faculty who may be willing and appropriate as program advisors. In consultation with the student, a program advisor will be determined during the Fall Residency semester and continue to serve until the student is admitted to candidacy, at which time a dissertation advisor will assume responsibility until completion of the degree. In both cases, assignments will be based on the shared scholarly interests and compatible educational philosophies of student and faculty. For many, the same person may serve in both capacities, but some students may choose to change advisors at the time of Admission to Candidacy.

### Degree Requirements

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum and Instruction</strong></td>
<td></td>
</tr>
<tr>
<td>TE 660 Learning</td>
<td>3</td>
</tr>
<tr>
<td>TE 661 Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TE 662 Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>TE 663 Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>TE 664 Seminar on Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td><strong>School Renewal</strong></td>
<td></td>
</tr>
<tr>
<td>TE 610 The American Culture and the Context of Schooling</td>
<td>3</td>
</tr>
<tr>
<td>TE 611 School Culture and the Problems of Change</td>
<td>3</td>
</tr>
<tr>
<td>TE 612 Strategies for School Renewal</td>
<td>3</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>TE 651 Intermediate Statistics in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 652 Quantitative Approaches to Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 653 Qualitative Approaches to Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 654 Dissertation Proposal Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>Field Experiences</strong></td>
<td></td>
</tr>
<tr>
<td>TE 620 Field Experience: At-Risk Youth</td>
<td>2</td>
</tr>
<tr>
<td>TE 621 Field Experience: School Renewal</td>
<td>2</td>
</tr>
<tr>
<td>TE 622 Practicum: School Renewal</td>
<td>2</td>
</tr>
<tr>
<td><strong>Cognate Area</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Dissertation</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>66</td>
</tr>
</tbody>
</table>

Residency: Effective doctoral programs are characterized by extended periods of intense study provided through a period of residency. At Boise State University this requires that students accepted into the doctoral program be in continuous enrollment and complete a minimum of 25 semester credits of TE 600 level courses during the first 15 months of the program, which includes taking 9 credits during the first summer. Where possible, students are strongly encouraged to seek release time from their present position in order to be on campus full-time during either the Fall or Spring semester of the first year. If that isn't possible, consideration should be given to taking a halftime leave for the entire academic year.
Doctor of Education

Program Sequence:

Program revisions are currently underway; please check with the Doctoral Program Coordinator for current requirements.

Summer: Year 1 (full time residency) ........................................9
  TE 610 The American Culture and the Context of Schooling ........3
  TE 653 Qualitative Approaches to Research ..........................3
  TE 660 Learning or TE 661 Teaching .................................3

Fall: Year 1 (residency) ...................................................5
  TE 620 Field Experience: At-Risk Youth ..........................2
  TE 661 Teaching or TE 660 Learning ..............................3

Spring: Year 1 (residency) ...............................................5
  Summer: Year 2 (residency) .........................................6
  Fall: Year 2 ..................................................................5
  Spring: Year 2 ................................................................3
  Summer: Year 3 .............................................................6
  Fall, Spring: Year 3 ....................................................1-12
  TE 693 Dissertation ......................................................1-12

At some point in the program, students are required to complete a Cognate component that supports a school curricular area or has other professional relevance. Two options are available. The first requires a sequence of 12 credits of graduate courses be completed. The second encourages students to select an area in which they have little or no previous experience and are required to complete 18 credits, of which nine may be undergraduate offerings.

Course Offerings

TE TEACHER EDUCATION

TE 610 THE AMERICAN CULTURE AND THE CONTEXT OF SCHOOLING (3-0-3)(SU). Students will explore the roles of schools in American society, including cross-cultural analyses; identify political forces influencing school policy-making in local, state, national and international arenas; investigate the economics of school renewal proposals; and consider the historical contexts of contemporary renewal efforts. They will give particular attention to the effects on American culture and the schools of changing demographics, the challenges of an increasingly diverse society, and the impact of technology and the ongoing information revolution. PREREQ: Admission to the doctoral program; or permission of instructor and TE 559 or TE 570.

TE 611 SCHOOL CULTURE AND THE PROBLEMS OF CHANGE (3-0-3)(SU). Students will explore the cultures and organizational dynamics of schools, and obstacles to change in an increasingly diverse society. Case studies of change efforts in the past will be examined for their lessons for contemporary renewal efforts. Research and theory about systemic change in schools and other organizations will be explored as a basis for developing working theories and leadership skills necessary to guide school renewal efforts. PREREQ: Admission to doctoral program and TE 610; or permission of instructor and TE 559 or TE 570.

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

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

TE 621 FIELD EXPERIENCE: SCHOOL RENEWAL (0-4-2)(F/S). As the culminating experience in the Field Experiences component of the doctoral program, students will develop, implement and evaluate projects within educational settings that demonstrate leadership in educational renewal. Examples might include staff development, curriculum development, networking with school parents and other school patrons, or soliciting business and/or community support. PREREQ: TE 620.

TE 622 PRACTICUM: SCHOOL RENEWAL (0-4-2)(F/S). PREREQ: Admission to doctoral program and Introduction to Statistics; or permission of instructor and Introduction to Statistics.

TE 651 INTERMEDIATE STATISTICS IN EDUCATIONAL RESEARCH (3-0-3)(S). Students will study parametric and nonparametric statistical procedures commonly used in educational research, including analysis of variance, analysis of covariance, chi square, and multiple regression. Students will develop competence in data analysis and interpretation procedures via computer-based statistical packages, including SAS and SPSS. PREREQ: Admission to doctoral program and Introduction to Statistics; or permission of instructor and Introduction to Statistics.

TE 652 QUANTITATIVE APPROACHES TO RESEARCH (3-0-3)(F). Students will examine procedures involved in the selection of appropriate research designs and data analysis techniques in qualitative research, and study related design and measurement issues. Students will integrate the use of technologies in the process of qualitative research. PREREQ: Admission to the doctoral program and TE 651; or permission of instructor, TE 651 and TE 551 or equivalent.

TE 653 QUALITATIVE APPROACHES TO RESEARCH (3-0-3)(SU). Students will examine the uses and values of qualitative methods in educational research and analyze various approaches to qualitative research, including case studies, biographical, phenomenological, ethnographic, interactional, and critical analyses. They will evaluate ways of gathering and analyzing data, and will apply their knowledge in a research study that investigates some facet of the teaching-
Master of Arts or Science in Education

Application and Admission Requirements

Prospective students may apply for admission at any time. However, the following application materials must be received by the Graduate Admissions Office by July 1 for the fall semester, November 15 for the spring semester, or April 1 for the summer session:

1. Application for admission.
2. $20.00 application fee.
3. Official transcripts of all undergraduate and graduate work sent directly to the BSU Graduate Admissions Office.
4. Minimum GPA of 3.00 (on a 4.0 scale) for the last two years of undergraduate study, or an overall GPA of 2.75.
Master of Arts or Science in Education

Admission will be granted to a qualified applicant who holds a Bachelor's degree from an accredited college or university and has some professional relationship to instruction. The candidate must meet the standards set by the College of Education and participating departments as well as the specific regulations of the particular program for which he or she applies. If deemed appropriate, Provisional status may be granted to an applicant not meeting the listed requirements.

Programs and Advisors

The name of a faculty member who will serve as temporary advisor will be indicated on the letter of acceptance to the applicant. Candidates should contact this faculty member as soon as possible to plan a program and complete the Program Development form. Credits taken prior to such planning are subject to the review and approval of the advisor and the Program Coordinator.

A maximum of nine semester graduate credits may be accepted from other accredited graduate schools upon approval of the advisor and coordinator. A maximum of six semester credits of workshop and/or pass-fail credits may be applied toward the degree.

Six semester hours of credit may be selected from any area of the University’s graduate course offerings that will enable the candidate to strengthen a competency identified in his or her program. The candidate, in cooperation with the advisor, will choose courses which will meet the individual’s program objectives.

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

Graduate Assistantships

Any student qualifying for admission may apply for one of a limited number of graduate assistantships offered each year. Awards may consist of a stipend, a fee waiver or a combination of both. Applications must be received at the Office of Graduate Education Programs by April 1 of each year. Typical assignments include research assistants, teaching assistants, or assignments related to the specific areas. Graduate assistantships are usually awarded for one year, and may be renewed for one additional year.

Degree Requirements

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 570 Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 563 Conflicting Values in Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Courses (Select two from the following):

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 561 Law for the Classroom Teacher</td>
<td>1</td>
</tr>
<tr>
<td>TE 562 School Organization and Finance</td>
<td>1</td>
</tr>
<tr>
<td>TE 564 Instructional Techniques-Secondary School</td>
<td>1</td>
</tr>
<tr>
<td>TE 565 Interpreting Educational Research</td>
<td>1</td>
</tr>
<tr>
<td>TE 566 Learning Theory and Classroom Instruction</td>
<td>1</td>
</tr>
<tr>
<td>TE 568 Techniques of Classroom Management</td>
<td>1</td>
</tr>
<tr>
<td>TE 569 Testing and Grading</td>
<td>1</td>
</tr>
<tr>
<td>TE 573 Instructional Techniques-Elem School</td>
<td>1</td>
</tr>
<tr>
<td>TE 578 Parents in Education Process</td>
<td>1</td>
</tr>
<tr>
<td>TE 597 Special Topics</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total**: 33

Students should apply for Admission to Candidacy after completion of 18 credits in the program. Completed forms are submitted to the candidate's advisor, the Graduate Program Coordinator, and the Dean of the Graduate College.

Option Requirements

The Education Graduate Program provides two options for those selecting an emphasis in Curriculum and Instruction, Early Childhood, Reading, or Special Education: Option I, Thesis/Project or Option II, Written Comprehensive Examination.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Core</td>
<td>6</td>
</tr>
<tr>
<td>TE 551 Fundamentals of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 591 Project or TE 593 Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Approved electives and specific requirements</td>
<td>18</td>
</tr>
</tbody>
</table>

**Total**: 33

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

Option II
(Comprehensive Examination)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Core</td>
<td>6</td>
</tr>
<tr>
<td>TE 559 Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>TE 551 Fundamentals of Educational Research</td>
<td>3</td>
</tr>
</tbody>
</table>

NOTE: Students selecting Option II are required to take a research class, which may be TE 565 Interpreting Educational Research (1 credit) as part of core, or TE 551 Fundamentals of Educational Research (3 credits).

Approved electives and specific requirements | 24 |

Total | 33 |

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

Master of Arts in Education, Curriculum and Instruction

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Core</td>
<td>6</td>
</tr>
<tr>
<td>TE 581 Curriculum Planning and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>TE 582 Instructional Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Content area courses
Content courses and electives should be chosen to support an area normally taught in the schools. These include bilingual/ESL, secondary certification, math, science, reading, technology, etc. Each student should work out his/her individual program with the assigned advisor.

Elective options (choose Option I or II)

I. Thesis-Project:
   TE 551 Fundamentals of Educational Research ...... 3
   TE 591 Project or TE 593 Thesis .................... 6
   Approved electives .................................................. 6

OR

II. Comprehensive Written Examination:
   TE 559 Philosophy of Education ..................... 3
   or
   TE 551 Fundamentals of Educational Research ...... 3

NOTE: Students electing Option II must take a research class, which may be TE 565 Interpreting Educational Research (1 credit) as part of core, or TE 551 Fundamentals of Educational Research (3 credits).

Approved electives .................................................. 9

Total | 33 |

NOTE: Students select either the Bilingual Education or the ESL strand. The Bilingual Education strand uses only the Spanish and English languages and the Hispanic and Anglo cultures. It requires a student to be bilingual in Spanish and English prior to entering the program. The ESL strand uses primarily the Spanish language for examples but is applicable to all non-English languages. It does not require a student to be bilingual. Completion of the Bilingual Education or ESL strand does not qualify the candidate for state certification. However, these courses may be used toward certification renewal or endorsement.

Master of Arts in Education, Curriculum and Instruction
Option: Secondary Certification

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Core</td>
<td>6</td>
</tr>
<tr>
<td>TE 563 Conflicting Values .................. 1</td>
<td></td>
</tr>
<tr>
<td>TE 565 Interpreting Educational Research</td>
<td>1</td>
</tr>
<tr>
<td>(If Option II is selected) .................. 1</td>
<td></td>
</tr>
<tr>
<td>TE 568 Classroom Management</td>
<td>1</td>
</tr>
<tr>
<td>TE 570 Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

— continued —
Master of Arts or Science in Education

Master of Arts in Education, Curriculum and Instruction
Option: Secondary Certification (continued)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 581 Curriculum Planning and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>Content Area</td>
<td>9</td>
</tr>
<tr>
<td>A minimum of 9 graduate credits to be selected</td>
<td></td>
</tr>
<tr>
<td>in the area of the endorsement.</td>
<td></td>
</tr>
<tr>
<td>Professional Education Courses</td>
<td>28</td>
</tr>
<tr>
<td>Methods Course in the Major or Minor</td>
<td>3</td>
</tr>
<tr>
<td>TE 407G Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>TE 408G Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>TE 559 Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 584 Selected Topics: Altering Curriculum to</td>
<td></td>
</tr>
<tr>
<td>Meet Needs of Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>TE 588 Selected Topics: Instructional Theory</td>
<td></td>
</tr>
<tr>
<td>and Practice</td>
<td>3</td>
</tr>
<tr>
<td>TE 589 Selected Topics: Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>Secondary Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TE 590 Practicum in School Practices</td>
<td>1</td>
</tr>
<tr>
<td>TE 590 Practicum in Secondary Teaching</td>
<td>6</td>
</tr>
<tr>
<td>Culminating Activity</td>
<td>0-6</td>
</tr>
<tr>
<td>Option I: Project/Thesis</td>
<td></td>
</tr>
<tr>
<td>TE 551 Fundamentals of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 591 Project or TE 593 Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Option II: Written Comprehensive Exam</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>46-52</td>
</tr>
</tbody>
</table>

Culminating Activity

Option I: Project/Thesis

- TE 551 Fundamentals of Educational Research: 3 credits
- TE 591 Project or TE 593 Thesis: 6 credits

Option II: Written Comprehensive Exam

Total: 33 credits

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

Master of Arts in Education, Early Childhood

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Core</td>
<td>6</td>
</tr>
<tr>
<td>TE 543 Early Childhood: Reading</td>
<td>3</td>
</tr>
<tr>
<td>Two of the following three courses:</td>
<td></td>
</tr>
<tr>
<td>TE 544 Early Childhood: Advanced Child Development</td>
<td>3</td>
</tr>
<tr>
<td>TE 546 Early Childhood: Environments &amp; Programs</td>
<td>3</td>
</tr>
<tr>
<td>TE 547 Early Childhood: Language Acquisition and Development</td>
<td>3</td>
</tr>
<tr>
<td>TE 590 Practicum: Early Childhood</td>
<td>2-4</td>
</tr>
<tr>
<td>Option electives (choose I or II):</td>
<td></td>
</tr>
<tr>
<td>I. Thesis/Project</td>
<td>14-16</td>
</tr>
<tr>
<td>TE 551 Fundamentals of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 591 Project or TE 593 Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Approved electives</td>
<td>5-7</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>II. Comprehensive Written Examination:</td>
<td>14-16</td>
</tr>
<tr>
<td>TE 559 Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>or TE 551 Fundamentals of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>NOTE: Students electing Option II must take a</td>
<td></td>
</tr>
<tr>
<td>research class, which may be TE 565 Interpreting</td>
<td></td>
</tr>
<tr>
<td>Educational Research (1 credit) as part of</td>
<td></td>
</tr>
<tr>
<td>core or TE 551 Fundamentals of Educational</td>
<td></td>
</tr>
<tr>
<td>Research (3 credits).</td>
<td></td>
</tr>
<tr>
<td>Approved electives</td>
<td>11-13</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
</tr>
</tbody>
</table>

Master of Arts in Education, Reading
For Those Primarily Responsible for Elementary School Instruction

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Core</td>
<td>6</td>
</tr>
<tr>
<td>TE 501 Foundations of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TE 502 Diagnosis and Correction of Reading</td>
<td>3</td>
</tr>
<tr>
<td>Problems</td>
<td></td>
</tr>
<tr>
<td>TE 504 Seminar in Reading Education</td>
<td>3</td>
</tr>
<tr>
<td>Option electives (choose I or II):</td>
<td>18</td>
</tr>
<tr>
<td>I. Thesis/Project</td>
<td></td>
</tr>
<tr>
<td>TE 551 Fundamentals of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>TE 591 Project or TE 593 Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Reading electives</td>
<td>3</td>
</tr>
<tr>
<td>Approved electives</td>
<td>6</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>II. Comprehensive Written Examination:</td>
<td>18</td>
</tr>
<tr>
<td>TE 559 Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>or TE 551 Fundamentals of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>NOTE: Students should choose TE 407G Reading in</td>
<td></td>
</tr>
<tr>
<td>the Content Subjects if they have not had a</td>
<td></td>
</tr>
<tr>
<td>similar 3 credit course.</td>
<td></td>
</tr>
<tr>
<td>Approved electives</td>
<td>6</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
</tr>
</tbody>
</table>

—— continued ——
### Master of Arts in Education, Reading Emphasis

**Graduate Core**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 514 Counseling/Consulting Skills for Educators</td>
<td>3</td>
</tr>
<tr>
<td>TE 515 Advanced Theory of Instructional Design in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 523 Emotionally Disturbed Child in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TE 534 Issues and Trends in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 590 Practicum: Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Option electives (choose I or II):**

**I. Thesis/Project option:**

- TE 551 Fundamentals of Educational Research ...3
- TE 591 Project or TE 593 Thesis ...6
- Approved electives ...3

**OR**

**II. Comprehensive Written Examination:**

- TE 559 Philosophy of Education ...3
- TE 551 Fundamentals of Educational Research ...3
- Approved electives ...9

**Suggested Electives:**

- TE 423G Teaching Students with Moderate and Severe Disabilities ...3
- TE 450G Behavior Intervention Techniques ...3

**Total** 33

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

### Master of Arts in Education, Special Education Emphasis

**Graduate Core**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 514 Counseling/Consulting Skills for Educators</td>
<td>3</td>
</tr>
<tr>
<td>TE 515 Advanced Theory of Instructional Design in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 523 Emotionally Disturbed Child in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TE 534 Issues and Trends in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 590 Practicum: Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Option electives (choose I or II):**

**I. Thesis/Project option:**

- TE 551 Fundamentals of Educational Research ...3
- TE 591 Project or TE 593 Thesis ...6
- Approved electives ...3

**OR**

**II. Comprehensive Written Examination:**

- TE 559 Philosophy of Education ...3
- TE 551 Fundamentals of Educational Research ...3
- Approved electives ...9

**Suggested Electives:**

- TE 423G Teaching Students with Moderate and Severe Disabilities ...3
- TE 450G Behavior Intervention Techniques ...3

**Total** 33

**NOTE:** Completion of the required courses in the Master of Arts in Education, Special Education Emphasis may not qualify the candidate for state certification. The candidate should seek the help of his or her advisor to determine certification requirements.

### Master of Science in Education, Educational Technology

**Course Number and Title**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IP 520 Video Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>IP 536 Introduction to Instructional Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

**The Master of Science in Education with an emphasis in Educational Technology prepares students to work in educational settings requiring expertise in improving performance, designing instruction, and using a variety of educational delivery systems. This program is to enable professionals to select and use a variety of technologies to produce long-term benefits for individuals and educational organizations. The coursework in this program includes a wide range of theoretical and practical experiences. It culminates in the development of a project for a specific educational organization or a thesis investigating an important and timely issue.**

**Requirements:**

- IP 520 Video Delivery Systems ...3
- IP 536 Introduction to Instructional Technology ...3
Master of Arts or Science in Education

Second Master's Degree
A student who has earned a Master's degree in education from Boise State University may earn a second degree in another area of emphasis.

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

Planned Fifth Year
Purpose: Continuing education is a vital element in maintaining professional competence among teachers. Yet not all teachers desire the structure and demands imposed by a Master's program. The purpose of the Planned Fifth Year is to enable and encourage teachers to further their professional growth and meet career goals through a planned and intellectually rigorous program of study. The goals of the program are largely determined by the candidate. The candidate may choose 1) to broaden or deepen knowledge and skills related to current teaching assignment or, 2) to seek an additional endorsement or advanced certification.

Admission Requirements for Planned Fifth Year
1. Be a certified teacher.
2. Meet the admission standards of graduate study (2.75) overall G.P.A. or 3.00 in the last two years of study.

Program Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIP students will complete 30 credits including:</td>
<td></td>
</tr>
<tr>
<td>TE 582 Instructional Theory</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Core or two of the following courses:</td>
<td></td>
</tr>
<tr>
<td>TE 551 Fundamentals of Educational Research</td>
<td>6</td>
</tr>
<tr>
<td>TE 559 Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 581 Curriculum Planning and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>Content Courses</td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

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

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

Teacher Certification
Students admitted to graduate programs in the College of Education who are also seeking certification as a teacher must be admitted to the Teacher Education program in the Department of Educational Foundations, Technology, and Secondary Education or the Department of Elementary Education and Specialized Studies.

Students seeking secondary certification may enroll at the graduate level and work concurrently on a Master's in Curriculum and Instruction. Approximately 28 credits are required for certification (depending on students' content areas) and an additional 18 credits for the Master's degree.
Course Offerings

TEACHER EDUCATION

TE 407G READING IN THE CONTENT SUBJECTS (3-0-3) (F/S/SU). This course provides middle and secondary teachers with knowledge and skills necessary for maximum utilization of instructional materials in the various content areas. Students seeking graduate credit will be required to meet additional objectives. PREREQ: Admission to Teacher Education and TE 201.

TE 408G INTEGRATING TECHNOLOGY INTO CLASSROOM CURRICULA (3-0-3) (F/S). Using both stand-alone and networked computer systems, students will develop classroom strategies for integrating computers and selected software into lesson and unit plans; use CD-ROM, video disk, video technology, and overhead projection panels as part of instructional lessons; and access communications applications and data bases via modems. PREREQ: TE 208, teaching experience, or PERM/INST. $10.00 lab fee.

TE 423G TEACHING THE MODERATELY AND SEVERELY HANDICAPPED (3-0-3) (S). This course is an overview of program development and instructional techniques appropriate for students who have moderate to severe disabilities. Major emphasis is on the development of functional programming within integrated educational settings. PREREQ: Admission to Teacher Education.

TE 450G BEHAVIOR INTERVENTION TECHNIQUES (3-0-3) (F). This course provides an introduction to the theoretical principles of behavior and the development of practical applied behavior analysis procedures with children from the preschool years through adolescence. As part of the course students will develop, implement and evaluate a field-based applied behavior analysis project. PREREQ: Admission to Teacher Education.

TE 463G INFANT EDUCATION (3-0-3) (SU). The physical, social, emotional and intellectual development of the infant-age birth to three will be examined in relation to kinds of environment and learning experiences that will stimulate and ensure optimum development. PREREQ: Admission to Teacher Education.

TE 501 FOUNDATIONS OF READING INSTRUCTION (3-0-3) (F/S/SU). Students in this class study the theoretical constructs of reading, the psychological and pedagogical foundations of reading instruction, and learn to create and improve reading education programs in elementary and secondary classrooms.

TE 502 DIAGNOSIS AND CORRECTION OF READING PROBLEMS (3-0-3) (S/SU). Diagnosis and standardized testing procedures and corrective techniques will be learned, practiced, and then applied to a child in the Reading-Tutoring Education Center. All techniques are those a classroom teacher would utilize. A case report will culminate the course. PREREQ: TE 501 or PERM/INST.

TE 503 CLINIC FOR READING SPECIALISTS (3-0-3) (S). This course emphasizes more intricate diagnostic techniques and remediation procedures. Alternative testing methods will be presented. Each participant works with a child under supervision in the Reading-Tutoring Education Center and prepares a case report. PREREQ: TE 502 or PERM/INST.

TE 504 SEMINAR IN READING EDUCATION (3-0-3) (S/SU). This course covers three areas of reading education: involvement in a professional reading association, leadership in reading education, and current issues in reading education. PREREQ: PERM/INST.

TE 505 INDIVIDUAL TESTS & MEASUREMENTS (3-0-3) (S). An intense investigation is pursued in the area of measurement theory followed by practical applications in individual testing and student diagnosis.

TE 508 DIAGNOSIS AND CORRECTION OF READING PROBLEMS-SECONDARY (3-0-3) (S/SU). This course is designed for the teacher of the required high school reading course and any other high school course dealing with students reading problems.

TE 510 ADVANCED PRACTICES AND PRINCIPLES IN TEACHING SOCIAL SCIENCE (3-0-3) (S). A comprehensive study of the practices and principles in social science education, including objectives, social problems, unit development, work-study skills, organization of the program materials and media, and research findings basic to social studies will be developed.

TE 511 ADVANCED PRACTICES AND PRINCIPLES IN TEACHING ELEMENTARY SCHOOL MATHEMATICS (3-0-3) (S). Emphasis on creative methods and strategies for teaching elementary school mathematics. Also includes a review of current research, curriculum trends and exploration of experimentation with unique materials for teaching mathematics.

TE 512 ADVANCED PRINCIPLES AND PRACTICES IN TEACHING LANGUAGE ARTS AND LINGUISTICS (3-0-3) (S). Emphasis will be given to the role of language arts and linguistics in the school curriculum, stressing modern approaches to language development, semantics, phonetics, phonics, and orthography.

TE 513 ADVANCED PRACTICES AND PRINCIPLES IN TEACHING ELEMENTARY SCIENCE (3-0-3) (F). Current practices and principles in modern elementary science concepts are developed.
Master of Arts or Science in Education

Emphasis is placed on the selection and organization of content and experimental activities.

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

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

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

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

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

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

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

TE 524 THE EMOTIONALLY DISTURBED CHILD IN THE CLASSROOM (3-0-3)(F/SU). This course is designed to assist school personnel in understanding the educational and psychological needs of students with severe behavioral problems. PREREQ: PERM/INST.

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

TE 531 THE CULTURALLY DIVERSE LEARNER (3-0-3)(Demand). Students will study educational changes and adjustments resulting from the interactions of a variety of cultural backgrounds in schools. Specialized techniques, methods, processes, and programs designed to meet the unique learning needs of linguistically and culturally diverse learners will be presented.

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

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

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

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

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

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

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

TE 548 COUNSELING TECHNIQUES FOR CHEMICAL DEPENDENCY (3-0-3)(F/S). A study of counseling techniques and practices used in dealing with people of all ages who are chemically dependent. Special attention will be paid to the impact of chemical dependency in family members and counseling strategies for adolescents. This course may be taken for either H or TE but not both.

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

TE 555 SUPERVISION OF INSTRUCTIONAL PERSONNEL (3-0-3)(S). A course designed to improve the supervision skills of elementary/secondary cooperating teachers and other supervisory personnel. Emphasis will be placed on a variety of observation and evaluation strategies designed to improve instruction.
TE 559 PHILOSOPHY OF EDUCATION (3-0-3)(S/SU). Students will analyze and evaluate past and contemporary philosophies and the values derived from them as they apply to education. A formal paper will be required.

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

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

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

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

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

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

TE 567 TESTING AND GRADING (1-0-1)(SU). This course will include an introduction to the theories and fallacies of testing and grading. Problems and methods of constructing teacher-made tests will be included, with practice in designing better tests and systems of grading. COREQ: TE 570.

TE 568 GRADUATE CORE ISSUES IN EDUCATION (3-0-3)(SU). This course is part of the graduate education core. The content of this course varies, depending upon the current educational issues, but does always include readings, large group presentations, and small group discussions over philosophical, psychological, and sociological aspects in education.

TE 569 TECHNIQUES OF GRANT APPLICATION WRITING (3-0-3)(Demand). This is a course on techniques of writing grants to public and/or private agencies. Students will practice writing grants. A review of the authorizing legislation and regulations governing grants will also be presented. Students will learn how to implement and close out grants.

TE 575 SECOND LANGUAGE METHODS AND MATERIALS (3-0-3)(Demand). A critical study of various methodologies in second language teaching is presented. Students learn to evaluate commercial and teacher-made materials and to integrate language teaching with subject matter areas.

TE 576 THEORETICAL FOUNDATIONS OF BILINGUAL EDUCATION/ESL (3-0-3)(Demand). This is a course on the study and analysis of bilingual education and English as a Second Language programs. Students will study the most current research on student assessment, program implementation and adaptation of these programs to community needs.

TE 577 LANGUAGE AND LITERACY (3-0-3)(Demand). This course considers the connection between written and oral language development, first and second language reading and writing processes, and the techniques and processes of teaching literacy in a second language. Instruction is in English and in Spanish.

TE 578 PARENTS IN EDUCATION (1-0-1)(SU). This class describes the role of parents in education and the role of the teacher in initiating and/or implementing parental involvement. Specific attention will be given to parents of linguistically and culturally diverse children.

TE 579 APPLIED LINGUISTICS: COMPARATIVE LANGUAGE STUDY (3-0-3)(Demand). This course provides an in-depth study of sociolinguistic aspects of the Spanish and English languages. Differences and similarities in Spanish, English and other selected languages and dialects are studied in order to assist limited English proficient students acquire a second language more efficiently.

TE 580 CURRICULUM PLANNING AND IMPLEMENTATION (3-0-3)(F/S/SU). This is a general course for practicing teachers intended to give them a foundation in curriculum theory and practice. They will develop understanding of how curriculum is developed, organized, implemented and evaluated. Current issues and trends in curriculum with some historical perspective will be explored.

TE 582 INSTRUCTIONAL THEORY (3-0-3)(F/S/SU). This course includes investigations of research and theory about educational contexts, motivation, learning and development as they relate to models of instruction. Students will develop skills in selecting appropriate instructional models to achieve specific purposes in a variety of educational settings.

TE 590 PRACTICUM (Variable).

TE 591 PROJECT (Variable).

TE 593 THESIS (Variable).
Master of Arts or Science in Education

Master of Arts in Education, Art

Department of Art
Public Affairs/Art West Building, Room 116A
Liberal Arts Building, Room 252
Telephone 208 385-3873 or 385-1230

Graduate Program Coordinator: Heather Hanlon
Department Chair: Gary Rosine
Full Graduate Faculty: Bill Benson, Jim Blankenship, Don Douglass, Heather Hanlon, Howard Huff, John Killmaster, Al Kober, Teri Micco, George Roberts, Cheryl Shurtleff-Young, Brent Smith, John Taye, Ron Taylor, Mary Stieglitz, Richard Young
Associate Graduate Faculty: Felix Heap
Adjunct Graduate Faculty: Gaye Hoopes

General Information
The Master's degree in Education, Art emphasis, is designed to meet the needs of specialists in art education. While the focus of the program and the required core classes are on the teaching, analyzing, and evaluating of the arts, non-education art majors can also select a studio or an art history area for their emphasis.

Application and Admission Requirements
Following admission to BSU through the Graduate Admissions Office and an initial interview with the Graduate Program Coordinator in the Department of Art, the following will be submitted to the Art Department Graduate Admissions Committee by March 1 or October 1 within the student’s first year of study:

A. The names and addresses of three art educators or professional persons who are acquainted with the student's academic and artistic qualifications to pursue graduate study;
B. A minimum of twenty (20) slides or portfolio of recent art work;
C. A statement of the student's professional objectives and philosophy of art education and how these will be furthered by graduate study;
D. An example of academic or professional writing; and
E. Evidence of any public or private teaching experience(s).

The Graduate Admissions Committee of the Department of Art will recommend or deny the student’s application to the Chair of the department and the Dean of the Graduate School. The Dean will then notify the student of the results of the application.

Degree Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses:</td>
<td></td>
</tr>
<tr>
<td>AR 501 The Fine Arts: Analysis and Appreciation in the Educational Program</td>
<td>3</td>
</tr>
<tr>
<td>AR 551 Curriculum Development and Assessment in Art Education</td>
<td>3</td>
</tr>
<tr>
<td>AR 591 Project or AR 593 Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Education Graduate Core courses</td>
<td>6</td>
</tr>
<tr>
<td>Studio or Content Electives:</td>
<td>15</td>
</tr>
</tbody>
</table>

The student’s work will be selected in relation to background, interests, and professional objectives in consultation with the graduate advisor and committee. If the student selects a studio emphasis, the concentration or emphasis for the Project or Thesis will be determined by the student and their graduate advisor and committee.

Total 33

Course Offerings

AR ART

AR 501 THE FINE ARTS: ANALYSIS AND APPRECIATION IN THE EDUCATIONAL PROGRAM (3-0-3) (F). Emphasis will be placed on learning about and applying the psychological and aesthetic theories commonly used in the creation, appreciation, and response to the fine arts in American educational settings. Course activities include attending a variety of arts presentations. Students will develop a researched, written unit of arts curriculum appropriate for educational use. PREREQ: Graduate status or PERM/INST.

AR 521 TEACHING THROUGH EXPERIMENTAL ART MEDIA (0-6-3) (SU). (Previously approved for Elementary Master's Degree). Varied and unique experimental art processes and media to be used in conjunction with creative teaching techniques that emphasize critical thinking skills and the development of new or enriched art(s) curricula for K-12. Students will solve procedural problems and adapt art media to teaching experiences. Outside reading and creative exploration will be expected as well as a final presentation including a written paper. PREREQ: Graduate standing.

AR 551 CURRICULUM DEVELOPMENT AND ASSESSMENT IN ART EDUCATION (3-0-3) (F). Designed for those teaching or planning to teach art at any level, this course includes the history and rationale of American arts curricula K-12, the development of a selected, viable curriculum in a specific area, and the use of curriculum planning techniques appropriate in current educational settings. PREREQ: Graduate status and PERM/INST.

AR 578-589 SERIES SELECTED TOPICS (3-0-3). An opportunity for the student to work independently with particular professors in specific areas or media. Credits can be divided into several areas or concentrated within an approved area of emphasis to be determined by the graduate student, advisor, and committee.

AR 578 SELECTED TOPICS - ART EDUCATION
AR 579 SELECTED TOPICS - COMPUTER GRAPHICS
AR 580 SELECTED TOPICS - DRAWING
AR 581 SELECTED TOPICS - PAINTING
AR 582 SELECTED TOPICS - CRAFTS
### Master of Arts or Science in Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 303G</td>
<td>STUDIO IN GRAPHIC DESIGN (0-6-3)</td>
<td>(F)</td>
<td>The role of the computer in the modern practice of Graphic Design is stressed. Limited computer lab time is available during class. Emphasis is on conceptualizing and the development of a personal problem-solving methodology. Particular attention is given to development of precise verbal presentation skills. PREREQ: AR 333.</td>
</tr>
<tr>
<td>AR 304G</td>
<td>ADVANCED STUDIO IN GRAPHIC DESIGN (0-6-3)</td>
<td>(S)</td>
<td>Continued exploration of the role of computers in modern design. Problems of a more complex nature are presented. Students are encouraged to develop and expand both the verbal and visual elements within a design problem. Verbal presentation skills and written rationales are integrated within the visual format. PREREQ: AR 303, AR 333.</td>
</tr>
<tr>
<td>AR 305G</td>
<td>STUDIO IN VISUAL DESIGN (0-6-3)</td>
<td>(F/S)</td>
<td>Advanced exploration of two dimensional or three-dimensional design, continuing with problems in line, form, color, texture and space. Advisable to take AR 105 and 106 prior to AR 305.</td>
</tr>
<tr>
<td>AR 307G</td>
<td>STUDIO IN METALSMITHING (0-6-3)</td>
<td>(F/S)</td>
<td>Advanced study in methods of jewelry making and metalsmithing with special emphasis on raising, die-forming, sheet forming and mechanical techniques to further develop personal skills in design and craftsmanship. May be repeated for credit. PREREQ: AR 221, 222.</td>
</tr>
<tr>
<td>AR 309G</td>
<td>STUDIO IN PRINTMAKING (0-6-3)</td>
<td>(F/S)</td>
<td>Introduction to color printing and advanced printmaking in any of the following specialized areas, each of which may be repeated once for credit: intaglio, lithography, serigraphy, and relief printing. PREREQ: AR 209.</td>
</tr>
<tr>
<td>AR 311G</td>
<td>ADVANCED DRAWING (0-6-3)</td>
<td>(F/S)</td>
<td>Structural, interpretive, or compositional study from the model or other subject matter, based on individual interests. Model fee. May be repeated once for credit. PREREQ: AR 212.</td>
</tr>
<tr>
<td>AR 315G</td>
<td>STUDIO IN PAINTING (0-6-3)</td>
<td>(F/S)</td>
<td>Creative work in representational areas in any media. May be repeated once for credit. PREREQ: AR 215.</td>
</tr>
<tr>
<td>AR 317G</td>
<td>PAINTING-WATERCOLOR (0-6-3)</td>
<td>(F)</td>
<td>Advanced work in opaque and transparent media with emphasis on experimental techniques. Advisable to take AR 217 and 218 prior to AR 317.</td>
</tr>
<tr>
<td>AR 318G</td>
<td>PAINTING-WATERCOLOR (0-6-3)</td>
<td>(S)</td>
<td>Advanced work in opaque and transparent media with emphasis on experimental techniques. Advisable to take AR 317 prior to AR 318.</td>
</tr>
<tr>
<td>AR 319G</td>
<td>PORTRAIT PAINTING (0-6-3)</td>
<td>(S)</td>
<td>Painting from models in realistic or semi-abstract styles based on individual interests. Focus on creative approaches to portraiture. Model fee. May be repeated for credit. PREREQ: AR 211 or PERM/INST. Advisable to take AR 114, 212, and 219 prior to AR 319.</td>
</tr>
<tr>
<td>AR 321G</td>
<td>ELEMENTARY SCHOOL ART METHODS (3-1-3)</td>
<td>(S)</td>
<td>This course is designed to prepare future elementary and art education teachers in awareness, skills, theories and practices in K-8 art education. Child growth and development, curriculum selection and planning, classroom management and assessment strategies and basic historical aesthetic learning methods will be addressed. Students will demonstrate technical and artistic skills and mastery with K-8 art materials and will design, teach and assess art lessons. Optional lab hours available. Materials fee. PREREQ: Upper division standing.</td>
</tr>
<tr>
<td>AR 325G</td>
<td>STUDIO IN CERAMICS (0-6-3)</td>
<td>(F)</td>
<td>Advanced study in the materials of ceramics with emphasis on exploration of clays, glazes and firing in earthenware, stoneware, and porcelain. Individual instruction will be given. PREREQ: 225 or 226 or PERM/INST.</td>
</tr>
</tbody>
</table>
AR 326G STUDIO IN CERAMICS (0-6-3)(S). Emphasis is on structural studies in hand-building and wheel-thrown works. Various firing methods using earthenware, stoneware and porcelain will be explored. PREREQ: AR 225 or 226 or PERM/INST.

AR 331G STUDIO IN SCULPTURE (0-6-3)(F/S). Advanced study in the materials and methods of the sculptor with emphasis upon welded steel and metal casting. Advisable to take AR 231 and 232 prior to AR 331. May be repeated once for credit.

AR 333G COMPUTER DESIGN FOR GRAPHIC DESIGNERS AND 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.

AR 341G CREATIVE PHOTOGRAPHY (2-4-3)(F/S). Advanced study of photographic techniques; emphasis on the creative approach to picture taking and printing. Adjustable camera required. Advisable to take AR 251 prior to AR 341.

AR 344G CREATIVE PHOTOGRAPHY, COLOR PRINTING (2-4-3)(F/S). Advanced study of photographic techniques; emphasis on the creative approach to picture taking and printing in color. Adjustable camera required. May be repeated for credit. PREREQ: AR 251 or PERM/INST.

AR 345G STUDIO IN CREATIVE PHOTOGRAPHY (2-4-3)(F/S). Advanced study emphasizing techniques of color slides. Color theory and composition will be covered in the course as well as the processing of slides and various methods of projections. Various approaches to lighting and laboratory work will be taught. Adjusted camera required. May be repeated for credit. PREREQ: AR 251 or PERM/INST.

AR 346G PHOTOGRAPHY: ZONE SYSTEM (2-4-3)(F). This course deals with the important relationship that exists between the negative and the print in photography. This course will provide systematic accounting of the numerous variables of personal equipment, procedures, films, developers, enlarging papers and style. Technique as the clarifier of idea will be stressed. PREREQ: AR 251 or PERM/INST. Offered odd numbered years.

AR 351G SECONDARY SCHOOL ART METHODS (3-2-3)(F). For students expecting to teach art education at the junior and senior high school levels. Includes pedagogical, philosophical and methodological issues and guidelines for grades 6-12 instructional design, development and assessment, essential information about materials, safety and aesthetics. An educational portfolio and 30 hours of clinical experience are required in a 6-12 setting.


AR 362G ILLUSTRATION II (0-6-3)(S). Continued exploration of illustration as a profession and as an expressive communicative medium. Focus on interpretive problem solving. Individually selected media. PREREQ: AR 361 and PERM/INST.


AR 409G STUDIO IN PRINTMAKING (0-6-3)(F/S). Individual problems in any of the following areas; woodcut, lithography, intaglio and serigraphy. May be repeated for credit. PREREQ: AR 309.

AR 411G DRAWING STUDIO (0-6-3)(F/S). Individual problems in drawing. Model fee. May be repeated for credit. PREREQ: AR 311.

AR 415G STUDIO IN PAINTING (0-6-3)(F/S). Individual problems in painting in any media. Students will participate in one-person senior show projects. May be repeated for credit. PREREQ: AR 315.

AR 417G STUDIO IN PAINTING-WATERCOLOR (0-6-3)(F/S). Advanced study in media. Students will participate in one-person senior show projects. May be repeated selected watercolor media. Advisable to take AR 317 and 318 prior to AR 417. May be repeated for credit.

AR 419G STUDIO IN METALS (0-6-3)(F/S). Continued study in materials and methods (advanced) of jewelry making and metalsmithing as they apply to the creative artist and teacher. May be repeated for credit. PREREQ: AR 221, 222, 307.

AR 425G STUDIO IN CERAMICS (0-6-3)(F/S). Continued study in the materials of ceramics with emphasis on the exploration of clays, glazes and firing as it applies to the creative artist or teacher. Advisable to take AR 325 and 326 prior to AR 425. Individual instruction will be given. May be repeated for credit.

AR 431G STUDIO IN SCULPTURE (0-6-3)(F/S). Continued study in the material and methods of the sculptor with emphasis on welded steel and casting, carving, mixed media and experimental. Advisable to take two semesters of AR 331 prior to AR 431. May be repeated for credit.

AR 441G CREATIVE PHOTOGRAPHY (2-4-3)(F/S). Individual problems in color photography. Advisable to take AR 251 and AR 341. May be repeated for credit.

AR 444G CREATIVE PHOTOGRAPHY, COLOR PRINTING (2-4-3)(F/S). Individual problems in color photography. May be repeated for credit. PREREQ: AR 344 or PERM/INST.

AR 461G STUDIO IN ILLUSTRATION (0-6-3)(S). Continued exploration of illustration as a profession and as an expressive communicative medium. Focus on development of an individual visual voice through advanced interpretive problem solving. PREREQ: AR 302 and PERM/INST.

AR 477G GRAPHICO (4-0-4)(F/S). This class provides students the opportunity to work with Boise area non-profit organizations in need of design assistance. Computer-aided design and print production are stressed. Initial client contacts are provided. This course provides a broad base of understanding and enables students to experience the specific of going to press. PERM/INST. May be repeated for credit.

AR 483G COMPUTER GRAPHICS FOR GRAPHIC DESIGNERS (0-2-2)(F/S). The student is to select an area of particular interest which will then be thoroughly explored on the computer. PREREQ: AR 333.
Master of Science in Education, Earth Science

Department of Geosciences
Math/Geosciences Building, Room 225
Telephone 208 385-1631

Graduate Program Coordinator: Charles J. Waag
Department Chair: Paul R. Donaldson
Full Graduate Faculty: Elton B. Bentley, Paul R. Donaldson, Kenneth M. Hollienbaugh, John R. Pelton, Walter S. Snyder, Claude Spinosa, Charles J. Waag, Craig M. White, Monte D. Wilson, Spencer H. Wood
Associate Graduate Faculty: Paul Michaels
Adjunct Graduate Faculty: Warren Barrash, Virginia Gillerman, Mitchell W. Lyle, Verne Oberbeck, James Osiensky, David L. Schwartz, Mark Seyfried, E. J. Smith, Edward Squires, James E. Zollweg

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

Degree Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required courses:</td>
<td></td>
</tr>
<tr>
<td>Graduate Core</td>
<td></td>
</tr>
<tr>
<td>TE 570 Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 563 Conflicting Values in Education</td>
<td>1</td>
</tr>
<tr>
<td>Elective Courses (Select two from the following):</td>
<td></td>
</tr>
<tr>
<td>TE 561 Law for the Classroom Teacher</td>
<td>1</td>
</tr>
<tr>
<td>TE 562 School Organization and Finance</td>
<td>1</td>
</tr>
<tr>
<td>TE 564 Instructional Techniques-Secondary School</td>
<td>1</td>
</tr>
<tr>
<td>TE 565 Interpreting Educational Research</td>
<td>1</td>
</tr>
<tr>
<td>TE 566 Learning Theory and Classroom Instruction</td>
<td>1</td>
</tr>
<tr>
<td>TE 568 Techniques of Classroom Instruction</td>
<td>1</td>
</tr>
<tr>
<td>TE 569 Testing and Grading</td>
<td>1</td>
</tr>
<tr>
<td>TE 573 Instructional Techniques-Elementary School</td>
<td>1</td>
</tr>
<tr>
<td>TE 578 Parents in the Educational Process</td>
<td>1</td>
</tr>
<tr>
<td>TE 597 Special Topics</td>
<td>1</td>
</tr>
</tbody>
</table>

All other courses to be taken in the degree program are planned by the student and the graduate committee.

--- continued ---

Course Offerings

GO GEOLOGY

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

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

GO 413G APPLIED HYDROGEOLOGIC CONCEPTS (3-0-3)(S). Application of modern theoretical concepts to the analysis of factors that control the movement of groundwater. The theory of groundwater flow is presented in greater detail than is possible in an introductory course. PREREQ: TO 412, M 204.

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

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

GO 451G PRINCIPLES OF SOIL SCIENCE (3-0-3)(F/S). Major aspects of soil science, including the physical, chemical, and biological characteristics of soils, will be presented in the classroom lectures. Demonstration laboratory exercises and field trips will be required. PREREQ: Background in geology and chemistry.

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

GO 511 ADVANCED ENVIRONMENTAL GEOLOGY (3-0-3)(S). Land-use planning, techniques for investigation of surficial materials and water resources. Geologic hazards, surficial deposits and their engineering and hydrologic properties, ground and surface water, waste disposal. Term reports required, field trips required. This course can be taken for undergraduate credit by filing out 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, GO 314, GO 323 and GO 324 or PERM/INST.

GO 523 ADVANCED IGNEOUS PETROLOGY (3-0-3)(S) (Alternate 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 561 EARTH SCIENCE TEACHING TECHNIQUES (3-0-3 or 4-0-4)(F/S). This course is a study of the objectives, methods, and materials of instruction in Earth Sciences. Emphasis will be placed on the preparation and presentation of lectures, laboratory exercises and field trips. This course provides the student with internship experience in the laboratory and lecture classroom. PREREQ: Graduate status or PERM/INST.

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

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

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

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

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

GS GENERAL SCIENCE

GS 501 HISTORY OF SCIENCE (3-0-3)(F/S). This is a survey of humanity’s efforts to understand the natural world. “Ancient Science” is presented as an introduction to the evolution of science since the 16th century. “Modern Science” is presented with emphasis on the development of modern scientific thought. Historical illustrations of the nature of scientific research in the evolution of science are presented. This course may be taken for either HY or GS credit, but not for both.

Master of Science in Education, Mathematics

Department of Mathematics
Math/Geosciences Building, Room 235
Telephone 208 385-1172

Graduate Program Coordinator: Thel Pearson, College of Education
Associate Department Chair: Alan Hausrath, Mathematics and Computer Science
Full Graduate Faculty: Robert Anderson, Kathleen Ayers, Phillip Eastman, Alex Feldman, David Ferguson, John Griffin, Alan Hausrath, Robert Hughes, Mary Jarratt, Robert Juola, Otis Kenny, Charles Kerr, Daniel Lamet, Giles Maloof, William Mech, Marion Scheepers, Robert Sulanke, Frederick Ward, Jerry Young
Associate Graduate Faculty: James Buffenbarger, Stephen Grantham
Adjunct Graduate Faculty: Gail Kirgis
General Information

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

Degree Requirements

<table>
<thead>
<tr>
<th>Master of Science in Education</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number and Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>1. Common Requirements:</td>
<td></td>
</tr>
<tr>
<td>A. Graduate Core (See Page xx)</td>
<td>6</td>
</tr>
<tr>
<td>B. Mathematics Sequence</td>
<td></td>
</tr>
<tr>
<td>M 501-502 Real Analysis or M 541-542 Abstract Algebra</td>
<td>6</td>
</tr>
<tr>
<td>C. M 598 Seminar in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>D. Mathematics Electives</td>
<td>6</td>
</tr>
<tr>
<td>E. A written examination over mathematics course work</td>
<td></td>
</tr>
<tr>
<td>2. One of the following three options:</td>
<td>9</td>
</tr>
<tr>
<td>A. Examination Option:</td>
<td></td>
</tr>
<tr>
<td>1. One additional graduate mathematics course, exclusive of M 503, 504, or 561</td>
<td>3</td>
</tr>
<tr>
<td>2. Free electives</td>
<td></td>
</tr>
<tr>
<td>3. An oral examination over all course work.</td>
<td></td>
</tr>
<tr>
<td>B. Project Option:</td>
<td></td>
</tr>
<tr>
<td>1. M 591 Mathematics Project</td>
<td>3</td>
</tr>
<tr>
<td>2. Free Electives</td>
<td>9</td>
</tr>
<tr>
<td>C. Thesis Option:</td>
<td></td>
</tr>
<tr>
<td>1. M 593 Mathematics Thesis</td>
<td>3</td>
</tr>
<tr>
<td>2. Free Electives</td>
<td>9</td>
</tr>
<tr>
<td>3. Additional Information:</td>
<td></td>
</tr>
<tr>
<td>A. Credit in Workshop (594 or 599) is limited to a total of 3 credits to be applied in partial fulfillment of the emphasis in Mathematics.</td>
<td></td>
</tr>
<tr>
<td>B. Some students may be required to remove deficiencies before admission to candidacy. Students with strong undergraduate mathematics backgrounds may apply to challenge, waive, or replace parts of the emphasis requirements.</td>
<td></td>
</tr>
<tr>
<td>C. Students considering this program should consult with the Chair of the Mathematics Department. Enrollment in graduate courses has been such that completion dates for this program cannot be guaranteed.</td>
<td></td>
</tr>
</tbody>
</table>

Total 30-33

Course Offerings

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


M 503 THE TEACHING OF ALGEBRA (3-0-3). Contemporary approaches to teaching secondary school algebra; treatment of selected topics in modern algebra; methods and materials; research relevant to the teaching of algebra. PREREQ: M 302

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

M 505 FOUNDATIONS OF MATHEMATICS (3-0-3). The axiomatic method and its role in modern mathematics. The role of the theories of sets and groups in the development of mathematics. Modern philosophies of mathematics. PREREQ: M 302 or PERM/INST.

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

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

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

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

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

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

M 591 PROJECT (May be taken for 3 to 6 credits). A project may include, but is not limited to, a library research paper, educational research or written curriculum with teaching materials. PREREQ: The student must be admitted to candidacy.

M 593 THESIS (May be taken for 3 to 6 credits). Original mathematical research or a new interpretation or novel exposition of existing mathematics. Course is arranged with supervising faculty member. PREREQ: Admission to candidacy.

M 598 SEMINAR IN MATHEMATICS (3-0-3). The content will vary within a format of student presentation and discussion of relatively advanced mathematical topics selected from texts or mathematical journals. This will not be a seminar in mathematics education.

MI MATHEMATICS FOR INSTRUCTION

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

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

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

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

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

Degrees Offered

M.E. in Civil Engineering
M.S. in Civil Engineering
Ph.D. in Civil Engineering

M.E. in Electrical Engineering
M.S. in Electrical Engineering
Ph.D. in Electrical Engineering

M.E. in Engineering Management

M.E. in Mechanical Engineering
M.S. in Mechanical Engineering
Ph.D. in Mechanical Engineering

The Master of Science (M.S.) is a thesis option designed for students entering research careers or a Ph.D. program. The Master of Engineering (M.E.) is a non-thesis option designed for students interested in advanced engineering practice.

Please see the University of Idaho College of Graduate Studies Catalog for further details on graduate engineering programs.
Master of Arts in English

Department of English
Liberal Arts Building, Room 228
Telephone 208 385-1246

Program Coordinator: Dr. Driek Zirinsky
Department Chair: Dr. Chaman Sahni
Full Graduate Faculty: Kent Anderson, Dale Boyer, Charles G. Davis, Jon P. Dayley, Charles Guilford, Daryl Jones, Richard V. Leahy, Helen Lojek, James H. Maguire, Mike Markel, Carol A. Martin, Sean O’Grady, Bruce Robbins, Mary Ellen Ryder, Chaman Sahni, Rena Sanderson, Richard Ken Sanderson, Tom Trusky, Karen Uehling, Kathleen Warner, Jan Widmayer, Lonnie Willis, Linda Zaerr, Hendriekje Zirinsky
Associate Graduate Faculty: Bruce Ballenger, John T. Battalio, Michael J. Hassett
Adjunct Graduate Faculty: Kevin S. Wilson

General Information

The graduate program offered by the Department of English at Boise State University is large enough to provide variety, yet small enough for flexibility in planning a course of study and for a collegial atmosphere. The Department’s graduate faculty teach on all levels, with commitment, in addition to pursuing interest in scholarship, writing, editing, publishing, and related activities.

The Master of Arts Degree in English enables candidates to emphasize study in English and American Literature, Creative Writing, English Education, and Rhetoric and Composition. A Master of Arts Degree in Technical Communication, information about which is given under its own heading, is also available from the Department of English.

The Department of English, in response to Boise State University’s goals, provides excellent computer labs, including two administered by the Department itself, for word processing and for utilizing such capabilities as network access to information about library holdings in the United States and abroad.

The Hemingway Center, administered by the Department of English, is another resource to be found on campus. It is the home of the Idaho Center for the Book, affiliated with the Library of Congress. The Center also oversees the Idaho Writers’ Archive.

The Department of English offers a number of Graduate Assistantships in teaching, tutoring, editing, and administrative duties. The assistantships include waivers of tuition and fees, resident or non-resident. Complete applications are due by the first Monday in April. More detailed information is available from the Director of Graduate Studies, English.

Application and Admission Requirements

To be considered for regular status as a graduate student in the Department of English, an applicant must meet general Graduate College requirements (which includes requesting that official transcripts from all institutions previously attended be sent to the Graduate Admissions Office, MG 141, Boise State University, Boise Idaho 83725) and the following departmental requirements:

1. A Bachelor of Arts in English. However, an applicant may demonstrate a strong background in an area of study available in the graduate curriculum of the Department of English to be considered for admission into the program.
2. A G.P.A. of at least 2.75 for all undergraduate work or a G.P.A. of at least 3.0 for the last sixty semester credit hours of undergraduate work.
3. Scores for the Graduate Record Examination (GRE), sent to the Graduate Admissions Office. The applicant should score at least 500 on the Verbal Section of the GRE. An applicant who wishes to emphasize literary study, creative writing, or teaching on the secondary level must provide the score earned for the Subject Test for Literature in English in addition to those earned on the General Test. Scores on sections other than the Verbal Section are for information purposes only.
4. An essay of from five hundred to seven hundred words explaining the applicant’s goals in pursuing graduate study in English, sent directly to the Director of Graduate Studies, English.
5. Two or three letters of recommendation from people who know the applicant’s academic work, sent directly to the Director of Graduate Studies, English.

Applicants who do not satisfy one or more of these requirements by the time they wish to begin classes may be admitted with provisional status. They will be advised as to what steps they need to take to qualify for regular status.

<table>
<thead>
<tr>
<th>Master of Arts in English</th>
<th>Credits</th>
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<tbody>
<tr>
<td>E 500 Introductory Seminar</td>
<td>3</td>
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<tr>
<td>This course is a prerequisite to other graduate-level courses. However, with the consent of advisors, students may take other graduate courses concurrently or, with waivers, prior to enrolling in E 500.</td>
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<tr>
<td>Graduate English Courses</td>
<td>15-30</td>
</tr>
<tr>
<td>Graduate English courses numbered 501-589 may be selected as part of a program designed by the student and the advisor. These courses are central to the M.A. in English, thus students should complete as many as possible in their program of study. The content of the following courses may vary from semester to semester and may be repeated for credit:</td>
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<tr>
<td>E 510 Major Author</td>
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<td>E 520 Genre</td>
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<td>E 530 Period</td>
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<td>E 540 Myth in Literature</td>
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<td>E 550 Literature and Culture</td>
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<td>E 560 Folklore</td>
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<td>E 570 Literary Movements</td>
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--- continued ---
### Master of Arts in English

#### Other Graduate English Courses
- Certain courses may be repeated for credit, as designated, including:
  - E 590 Practicum/Internship (limit 12 credits)
  - E 595 Readings and Conference
  - E 596 Directed Research (limit 9 credits)
  - E 597 Special Topics

Enrollment in these options requires the approval of the faculty member directing them, the M.A. committee, and the English Graduate Director.

#### E 598 Seminar for Teaching Assistants
- This seminar is required and reserved exclusively for teaching assistants to be completed the first semester of the appointment.

<table>
<thead>
<tr>
<th>Culminating Activity:</th>
</tr>
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<tbody>
<tr>
<td>To satisfy the requirements for the M.A. in English, students must complete a thesis or project or pass a comprehensive examination. No credit hours are granted for taking the examination. Students not taking the comprehensive examination should register for E 591 Project or E 593 Thesis in their final semester to receive the three hour credit for a completed project or thesis that applies to the 33 credit hour minimum required for the degree.</td>
</tr>
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</table>

#### Additional Information:
- A maximum of nine (9) graduate credit hours taken in other departments may be counted toward the M.A. degree in English.
- A maximum of nine (9) graduate credit hours of courses carrying a "G" designation may be counted toward the M.A. degree in English.

| Total             | 33 |

#### Course Offerings

**E ENGLISH**

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

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

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

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

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

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

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

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

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

- **E 525 CREATIVE WRITING WORKSHOP (3-0-3)(F).** An advanced workshop in poetry and fiction. Students will study the form and theory of poetry and fiction from the perspective of practicing writers and will apply these principles to the analysis and criticism of one another's work. PREREQ: E 305, 306, or PERM/INST.

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

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

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

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

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

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

E 570 LITERARY MOVEMENTS (3-0-3) (F/S). A focus on a significant literary movement, the works of its major and minor 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-0-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-0-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-0-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.

E 598 SEMINAR FOR TEACHING ASSISTANTS (3-0-3) (F). An exposure to writing theory and practice, the teaching community, and the Department’s English Composition courses for first semester Teaching Assistants. The seminar will provide information and support for the assistants while they learn to meet their obligations as classroom teachers. PREREQ: PERM/INST.

E 597 SPECIAL TOPICS courses are offered in response to student and faculty interests and are offered in addition to the formal courses listed above. Examples of Special Topics courses offered by the Department of English include one in Literature and Film and one in Teaching Basic Writing.

TECHNICAL COMMUNICATION COURSES

E 511 THEORY AND PRACTICE OF TECHNICAL COMMUNICATION (3-0-3) (F/S). 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) (F/S). An advanced study of technical communication for those students who are or expect to become professional technical communicators. Students will write reports and manuals related to 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/S). 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, whistle-blowing, 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 513 or PERM/INST.

E 517 ORAL COMMUNICATION FOR TECHNICAL COMMUNICATORS (3-0-3) (F/S). The theory and practice of several major kinds of oral communication modes used by technical communicators: interviewing of technical experts, group dynamics,
Master of Science in Exercise and Sport Studies

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 study.

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 must 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.

Application and Admission Requirements

Students will be admitted to the Exercise and Sport Studies Master's program with Regular Status when the following criteria are met:

1. The Graduate College has received an application for admission, a one-time matriculation fee, and official transcripts of all undergraduate and graduate work.
Master of Science in Exercise and Sport Studies

Degree Requirements

<table>
<thead>
<tr>
<th>Master of Science in Exercise and Sport Studies</th>
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<tbody>
<tr>
<td>Course Number and Title</td>
<td>Credits</td>
</tr>
<tr>
<td>CORE REQUIREMENTS</td>
<td>15</td>
</tr>
<tr>
<td>PE 500 Functional Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>PE 510 Physiology of Activity</td>
<td>3</td>
</tr>
<tr>
<td>PE 520 Biomechanics</td>
<td>3</td>
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<tr>
<td>PE 530 Psychology of Exercise &amp; Sport</td>
<td>3</td>
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<tr>
<td>PE 560 Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>RESEARCH TOOLS</td>
<td>6</td>
</tr>
<tr>
<td>PE 551 Research Design in Physical Education</td>
<td>3</td>
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<td>or</td>
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<tr>
<td>TE 551 Fundamentals of Educational Research</td>
<td>3</td>
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<td>or</td>
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<tr>
<td>PE 552 Statistical Methods in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>SUGGESTED ELECTIVES</td>
<td>6-9</td>
</tr>
<tr>
<td>PE 306G Human Growth &amp; Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>PE 310G Exercise Physiology</td>
<td>3</td>
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<tr>
<td>PE 351G Kinesiology</td>
<td>3</td>
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<tr>
<td>PE 402G Advanced Athletic Training</td>
<td>3</td>
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<tr>
<td>PE 515 Exercise Physiology Lab</td>
<td>3</td>
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<td>PE 525 Mechanical Analysis of Motor Act</td>
<td>3</td>
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<td>PE 535 Sociology of Exercise &amp; Sport</td>
<td>3</td>
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<tr>
<td>PE 540 Applied Principles of Conditioning</td>
<td>3</td>
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<td>PE 545 Exercise Testing &amp; Prescription</td>
<td>3</td>
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<td>PE 550 Philosophy of Exercise &amp; Sport</td>
<td>3</td>
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<td>PE 570 Health Promotion</td>
<td>3</td>
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<td>PE 575 Computers in Exercise &amp; Sport</td>
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<tr>
<td>PE 580 Selected Topics in Applied Sport</td>
<td>3</td>
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<tr>
<td>Psychology</td>
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<tr>
<td>PE 590 Practicum</td>
<td>3</td>
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<tr>
<td>PE 596 Directed Research</td>
<td>3</td>
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<tr>
<td>THESIS OPTION</td>
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<tr>
<td>PE 593 Research &amp; Thesis</td>
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<td>or</td>
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<tr>
<td>NON-THESIS OPTION</td>
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<tr>
<td>PE 591 Project</td>
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<td>Total</td>
<td>33</td>
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<td>A maximum of 6 credits of G designated</td>
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<td>undergraduate courses may be used as electives.</td>
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<td>A revolving four year draft of graduate</td>
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<td>offerings is available</td>
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<td>upon request from the Department of HPER, G</td>
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<td>209.</td>
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</table>

Course Offerings

PE PHYSICAL EDUCATION

PE 306G HUMAN GROWTH AND MOTOR LEARNING (2-0-2) (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: Admission to Upper Division standing. COREQ: PE 308G.

PE 308G LABORATORY FOR HUMAN GROWTH AND MOTOR LEARNING (0-2-1) (F/S). The laboratory to accompany PE 306G. COREQ: Concurrent enrollment in PE 308G is required.

PE 310G EXERCISE PHYSIOLOGY (2-0-2) (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: Admission to Upper Division standing. PE 230. COREQ: Concurrent enrollment in PE 312G is required.

PE 312G LABORATORY FOR EXERCISE PHYSIOLOGY (0-2-1) (F/S). The laboratory to accompany PE 310G. COREQ: Concurrent enrollment in PE 312G is required.

PE 351G KINESIOLOGY (2-0-2) (F/S). Anatomical and mechanical considerations applied to human motion in sport and exercise. Required of all PE majors. PREREQ: Admission to Upper Division standing. COREQ: Concurrent enrollment in PE 352G is required.

PE 352G LABORATORY FOR KINESIOLOGY (0-2-1) (F/S). The laboratory to accompany PE 351G. COREQ: Concurrent enrollment in PE 352G is required.

PE 401G PSYCHOLOGY OF ACTIVITY (3-0-3) (F/S). The course examines the cultural aspects of sport including educational, religious, 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 226, 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, an indepth 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.
**Master of Physical Education**

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.

**PE 570 HEALTH PROMOTION (3-0-3).** An introduction to health promotion in the commercial/industrial sector, including planning, development, and implementation of programs aimed at the achievement of total well-being.

**PE 575 COMPUTERS IN EXERCISE AND SPORT (3-0-3).** An introduction to computer applications in the exercise and sport sciences, including methods for collecting data. Processing of data will include both microcomputer software and the Statistical Analysis System (SAS) package.

**PE 580 SELECTED TOPICS IN APPLIED SPORT PSYCHOLOGY (3-0-3).**

**PE 590 PRACTICUM (0-0-3).** Available on a selective, limited basis. Culminating experience designed to provide students with an opportunity to apply skills learned in the classroom. PREREQ: PERM/INST.

**PE 591 PROJECT (3 credits).** Students select a project related to Exercise and Sport Studies and pursue it to a logical conclusion. PREREQ: PERM/INST.

**PE 593 RESEARCH AND THESIS (6 credits).** A scholarly paper containing the results of original research. PREREQ: Admission to candidacy and approval of the student's graduate committee.

**PE 596 DIRECTED RESEARCH (variable credits).** Opportunity for the student to pursue a topic of interest on an individual basis.

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**Master of Physical Education in Athletic Administration**

Department of Health, Physical Education and Recreation Gymnasium, Room 209 Telephone 208-385-4043

**Graduate Program Coordinator:** Bill Kozar

**Department Chair:** Ross Vaughn

**Full Graduate Faculty:** Sherman Button, Genger Fahleson, Werner Hoeger, Bill Kozar, Linda Petlichkoff, Ron Pfeiffer, Glenn Potter, Ross Vaughn

**Associate Graduate Faculty:** Chad Harris, Connie Thorngren

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**General Information**

The Master of Physical Education in Athletic Administration is 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 Directory of Classes after Physical Education courses and listed under a separate and distinct heading of "Athletic Administration (AA)". 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.
Application and Admission Requirements

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 Directory of Classes. Students must have written permission from their ISU advisor to register for all ISU courses at BSU.

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 must apply for graduation through ISU and a final evaluation of their transcripts will be completed by the ISU Registrar.

Degree Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Students in the Cooperative MPE degree in Athletic Administration between ISU and BSU would be limited to taking a maximum of 15 BSU credits, subject to approval from their ISU advisor.</td>
<td></td>
</tr>
<tr>
<td>AA 505 (HPE 605) Leadership &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>AA 515 or PE 550 (PE 615) Philosophy of Athletics</td>
<td>3</td>
</tr>
<tr>
<td>AA 531 (PE 631) Athletics &amp; the Law</td>
<td>2</td>
</tr>
<tr>
<td>AA 535 (PE 635) Management of Athletics</td>
<td>3</td>
</tr>
<tr>
<td>AA 540 or PE 551 (HPE 640) Research &amp; Writing</td>
<td>3</td>
</tr>
<tr>
<td>AA 549 (HPE 649) Issues in Administration</td>
<td>3</td>
</tr>
<tr>
<td>THESIS OPTION</td>
<td></td>
</tr>
<tr>
<td>AA 550 (HPE 650) Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Approved Electives</td>
<td>7</td>
</tr>
<tr>
<td>or NON-THESIS OPTION</td>
<td></td>
</tr>
<tr>
<td>AA 510 (PE 610) Advanced Theory of Competitive Coaching</td>
<td>3</td>
</tr>
<tr>
<td>AA 545 (PE 645) Sports Medicine</td>
<td>2</td>
</tr>
<tr>
<td>Approved Electives</td>
<td>11</td>
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<td>Total</td>
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</tbody>
</table>

Master of Science in Geology

Department of Geosciences  
Math/Geosciences Building, Room 225  
Telephone 208 385-1581 or 385-1631  
E-mail cspinosa@trex.idbsu.edu  
Internet http://earth.edbsu.edu

Graduate Program Coordinator: Claude Spinosa  
Department Chair: Paul R. Donaldson  
Full Graduate Faculty: Elton B. Bentley, Paul R. Donaldson, Kenneth M. Hollenbaugh, John R. Petton, Walter S. Snyder, Claude Spinosa, Charles J. Waag, Craig M. White, Monte D. Wilson, Spencer H. Wood  
Associate Graduate Faculty: Paul Michaels  
Adjunct Graduate Faculty: Warren Barrash, Virginia Gillerman, Mitchell W. Lyle, Verne Oberbeck, James Osiensky, David L. Schwarz, Mark Seyfried, E. J. Smith, Edward Squires, James E. Zollweg

General Information

Boise State University offers studies leading to the M.S. degree in geology to students with a bachelor's degree in geology or a related discipline who are seeking to develop the capability for research or professional careers. All candidates for the M.S. in Geology at Boise State University must successfully complete and defend a thesis; usually the thesis is an original piece of research that involves field work. The department does not offer an option for the M.S. degree without a thesis. Students may include one or more fields in their studies and in their theses, such as biostratigraphy, economic geology, environmental geology, geomorphology, exploration geophysics, hydrogeology, paleontology, petrography and petrology of igneous rocks, stratigraphy and sedimentology, structural geology, shallow subsurface seismic studies and volcanic stratigraphy. University of Idaho courses in geohydrology are offered at Boise State University and may be counted towards the M.S. degree.

A cooperative agreement with Idaho State University provides students access to broader studies leading to a Master of Science degree in Geology. Boise State University students are encouraged to enroll in the ISU/BSU cooperative program and to attend Idaho State University for one semester or more, thereby enriching their graduate experience through course work and intellectual exchange with a larger faculty of greater professional diversity.

A partial list of general M.S. theses topics for which recent students have received financial support includes: Geohydrologic problems of southern Idaho; economic geology of Idaho and adjacent regions; structural geology of the Great Basin; sedimentology, stratigraphy and biostratigraphy of the Great Basin with emphasis on Nevada; ammonoid and conodont paleontology of Nevada; stratigraphy, sedimentology, paleontology and biostratigraphy of southern Russia and northern Kazakhstan. These fields will continue to be areas of faculty research in the future and qualifying students interested in pursuing theses in these fields of research are encouraged to apply for information and financial support.
Master of Science in Geology

Students are encouraged to attach to the department's home page at: http://earth.idbzu.edu and to the home pages for research units within the department: the Center for Geophysical Research of the Shallow Subsurface (CGISS) and the Permian Research Institute (PRI).

Application and Admission Requirements

Application for admission may be made by graduates of accredited institutions holding a baccalaureate degree in geology or related discipline. Regular admission may 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 (B) 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 cspinosa@trex.idbzu.edu or http://earth.idbzu.edu for the most up-to-date information. Information regarding the ISU/BSU cspinosa@trex.idbzu.edu or http://earth.idbzu.edu for the most up-to-date information. Information regarding the ISU/BSU cspinosa@trex.idbzu.edu or http://earth.idbzu.edu for the most up-to-date information. Information regarding the ISU/BSU

Degree Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Degree requirements for the Master of Science in Geology are the same as for the Graduate College. The student must complete a minimum of 30 credits, of which 20 or more are required to be at the 500 level.</td>
<td>1</td>
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<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>The following courses are mandatory for the first year in residence for all students:</td>
<td>2</td>
</tr>
<tr>
<td>GO 597 Orientation ..........</td>
<td>1</td>
</tr>
<tr>
<td>GO 597 Field Geology for Graduate Students ....</td>
<td>1</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Enrollment in Graduate Seminar is required each semester of all graduate students in residence; one credit may be applied towards graduation.</td>
<td>1</td>
</tr>
<tr>
<td>GE 598 Graduate Seminar</td>
<td></td>
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<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>A maximum of 6 graduate thesis credits may be applied towards graduation.</td>
<td>6</td>
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<tr>
<td>GO 593 Thesis</td>
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<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>The student, the major professor, and the thesis committee, determine the courses recommended for each student's area of specialization. Recent students have specialized in the following areas: Biostratigraphy; Economic Geology; General Regional Geology; Environmental Geology; Hydrogeology; Neotectonics; Sedimentology; Stratigraphy; Structural Geology.</td>
<td>21</td>
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<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>30</td>
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</tbody>
</table>

Course Offerings

GO GEOLOGY

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

GO 412G HYDROGEOLOGY (3-0-3)(F). 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 101, M 204.

GO 413G APPLIED HYDROGEOLOGIC CONCEPTS (3-0-3)(S). Application of modern theoretical concepts to the analysis of factors that control the movement of ground water. The theory of groundwater flow is presented in greater detail than is possible in an introductory course. PREREQ: GO 412, M 204.

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

GO 451G PRINCIPLES OF SOIL SCIENCE (3-0-3)(F/S). Major aspects of soil science, including the physical, chemical, and biological characteristics of soils will be presented in the classroom lectures. Demonstration laboratory exercises and field trips will be required. PREREQ: Background in Geology and Chemistry.

GO 460G VOLCANOLOGY (2-0-2)(F)(Field trips) (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. 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
A study of igneous rocks with emphasis on their origin and 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) (F). 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 or PERM/INST.

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

GO 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 or laboratory 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: PERM/INST.

SPECIAL TOPICS. Classes that deal with specialized topics and designed for small groups of students are offered frequently; recent examples include:

- GO 597 RESEARCH TOPICS IN GEOTECTONICS
- GO 597 APPLIED GEOPHYSICAL CONCEPTS
- GO 597 ECONOMIC EVALUATION OF MINERAL RESOURCES
- GO 597 BIOSTRATIGRAPHY, GRAPHIC CORRELATION
- GO 597 TECTONIC EVOLUTION OF THE URAL MOUNTAINS
- GO 597 AUTOCAD APPLICATION IN GEOLOGY
- GO 597 QUATERNARY GEOLOGY

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:
- XY 502 Directed Study (Hydrology)
- XY 569 Contaminant Hydrology
- XY 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

Department of Geosciences
Math/Geosciences Building, Room 225
Telephone 208 385-1631

Graduate Program Coordinator: John R. Pelton
Department Chair: Paul R. Donaldson
Full Graduate Faculty: Elton B. Bentley, Paul R. Donaldson, Kenneth M. Hollenbaugh, John R. Pelton, Walter S. Snyder, Claude Spinosa, Charles J. Waag, Craig M. White, Monte D. Wilson, Spencer H. Wood
Associate Graduate Faculty: Paul Michaels
Adjunct Graduate Faculty: Warren Barrash, Virginia Gillerman, Mitchell W. Lyle, Verne Oberbeck, James Osiensky, David L. Schwarz, Mark Seyfried, E. J. Smith, Edward Squires, James E. Zollweg

General Information

Boise State University offers a Master of Science in Geophysics degree 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 or engineering 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;
Master of Science in Geophysics

- geophysical measurement of the engineering properties of earth materials;
- determination of the relationship between geophysical and hydrological parameters;
- 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, and is closely tied to the Center for Geophysical Investigation of the Shallow Subsurface (CGISS) at BSU.

The BSU Master of Science program in geophysics interacts cooperatively with the University of Idaho (UI) Master of Science program in geophysics through the joint listing of graduate geophysics courses, the application of BSU graduate geophysics courses for UI credit, and the application of UI graduate geophysics courses for BSU credit. Cooperation is extended to Idaho State University (ISU) in that up to 12 credits earned in approved courses at ISU can be applied to a Master of Science in geophysics at BSU or UI. In addition, faculty at BSU, UI, and ISU may form joint supervisory committees when expertise from outside of the student’s resident institution is judged to be beneficial. These cooperative efforts by BSU, UI, and ISU add flexibility and geographic accessibility to graduate education in geophysics within Idaho.

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. in Geophysics program who submit all documents required by the admission procedure by February 1 of any given year will be considered for a state appropriated 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, UI, 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.

Application and Admission Requirements

Applicants should have a BS or equivalent degree from an accredited institution in one of the following fields: geophysics, geology, hydrology, physics, chemistry, mathematics, or engineering. 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 required 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 the Coordinator, Geophysics Graduate Program, Boise State University, 1910 University Drive, Boise, ID 83725, telephone (208) 385-3640, or email: jrp@cgiss.idbsu.edu.

Degree Requirements

<table>
<thead>
<tr>
<th>Master of Science in Geophysics</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Course Number and Title</strong></td>
<td></td>
</tr>
<tr>
<td>The BSU Master of Science in Geophysics requires a minimum of 30 semester credits distributed as follows:</td>
<td></td>
</tr>
<tr>
<td>A. GP 500-level geophysics courses approved by the supervisory committee and by the Coordinator of the geophysics graduate program.</td>
<td>12</td>
</tr>
<tr>
<td>B. Elective courses approved by the supervisory committee and by the Coordinator of the geophysics graduate program.</td>
<td>12</td>
</tr>
<tr>
<td>C. GP 593 Thesis (Pass/Fail)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
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</table>

Credit Requirements:

All 30 credits must be taken for a letter grade, except for GP 593 Thesis credit which will be graded Pass/Fail. On-campus geophysics graduate students are required to take geophysics graduate seminar (GP 598) for a letter grade whenever it is offered. Credit for GP 598 does not count toward the total degree requirement of 30 credits. Transfer credits may not be used for requirements A or C except that a maximum of 6 credits of requirement A may be satisfied with UI 500-level geophysics courses. A maximum of 9 transfer credits may be applied to meet requirement B except that all 12 credits of requirement B may be satisfied with transfer credits from UI and/or ISU. Certain courses are ineligible for requirements A and B 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 A is to broaden the student’s mastery of graduate level geophysics in a formal classroom setting: independent study, directed research, project, and most special topics courses are not applicable toward requirement A.
The purpose of requirement B 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, post-graduate education, or employment goals. In all cases, the courses applied to meet the credit requirements A and B 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.

**Graduate College Requirements:**

The general requirements of the BSU Graduate College also govern the Master of Science in Geophysics degree program.

### Course Offerings

**GP GEOPHYSICS**

**GP 303G BASIC GEOPHYSICAL THEORY (3-4-5)(F/S).** General geophysical theory to provide background for more specialized courses in applied geophysics and quantitative geoscience. Emphasis on geophysical aspects of potential theory, continuum mechanics, mechanical and electromagnetic wave propagation, fluid flow, error analysis, and spectral analysis. PREREQ: M 206, M 331, PH 213, or PERM/INST.

**GP 305G APPLIED GEOPHYSICS (2-2-3)(F/S).** Geophysical methods for investigation of the subsurface, including instrumentation, data acquisition and reduction, and interpretation. Seismic, gravimetric, magnetic, and electrical/ electromagnetic techniques. Applications to exploration geology (mining and petroleum), engineering geology, hydrogeology, and global geology. Students who desire more comprehensive study of a particular method are advised to enroll for GP 310, GP 320, or GP 330 as appropriate. PREREQ: GP 303 or PERM/INST.

**GP 308G DATA ACQUISITION AND INTERPRETATION LABORATORY (0-4-2)(F/S).** Field and laboratory experiments using the methods of applied geophysics including definition of objectives, preliminary survey design, choice of instrumentation and field parameters, data acquisition and quality control, and computer-assisted interpretation. PREREQ or COREQ: GP 305 or PERM/INST.

**GP 310G GRAVIMETRIC AND MAGNETIC METHODS (2-2-3) (F/S).** Comprehensive discussion of modern gravimetric and magnetic methods of subsurface investigation. Applications to exploration geology (mining and petroleum), engineering geology, hydrogeology, and crustal geology. PREREQ: GO 101, GP 303 or PERM/INST.

**GP 320G ELECTRICAL AND ELECTROMAGNETIC METHODS (2-2-3)(F/S).** Comprehensive discussion of modern electrical and electromagnetic methods of subsurface investigation, including ground penetrating radar. Applications to exploration geology (mining and petroleum), engineering geology, hydrogeology, and crustal geology. PREREQ: GO 101, GP 303 or PERM/INST.

**GP 330G SEISMIC METHODS (2-2-3)(F/S).** Comprehensive discussion of modern seismic methods of subsurface investigation. Applications to exploration geology (mining and petroleum), engineering geology, hydrogeology, and crustal geology. PREREQ: GO 101, GP 303 or PERM/INST.

**GP 340G GEOPHYSICS FIELD CAMP (4 wks, 6 CR)(SU).** Field experience in significant geophysical mapping projects. Survey design and hands-on operation of seismic, magnetic, gravimetric, and electrical/electromagnetic field and borehole geophysical instrumentation. Reduction and interpretation of acquired data. Preparation of appropriate reports. PREREQ: GP 301 or GP 305 or PERM/INST.

**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 sedimentary sections; special consideration for logs in igneous, metamorphic, and fresh-water sections. Lithologic description, natural gamma-ray, temperature, density, resistivity, and sonic logging. Integration of well logging, seismic reflection data, and surface geologic maps. Field and laboratory exercises. PREREQ: GP 301 or GP 305 or PERM/INST.

**GP 420G GEOPHYSICAL APPLICATIONS OF DIGITAL SIGNAL PROCESSING (2-2-3)(F/S).** Review of digital linear system theory. Digital representation of geophysical data. Geophysical applications of convolution, fast-Fourier transform (FFT), correlations, least squares filters, deconvolution, multi-channel and two-dimensional operations. Emphasis is on processing of seismic reflection data, potential field maps, and earthquake seismograms. Computer laboratory exercises. PREREQ: GP 301 or GP 305, CS 426 or EX 360 or PERM/INST.

**GP 430G MATHEMATICAL METHODS IN GEOPHYSICS (2-2-3) (F/S).** Examination of important mathematical methods in geophysics. Topics depend on the interests of the students and instructor. Emphasis is on problem solving and the development of useful skills in applied mathematics. PREREQ: M 331 or PERM/INST.

**GP 510 INTEGRATED GEOLOGY AND GEOPHYSICS IN PETROLEUM, MINERAL AND GROUNDWATER EXPLORATION AND DEVELOPMENT (4-4-4) (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.
Master of Health Policy

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.


UI Graduate Course Offerings

Geoph 520 Exploration Geophysics ............................. 3
Geoph 521 Mining Geophysics ................................ 3
Geoph 523 Seismic Stratigraphy ................................. 3

Master of Health Policy

College of Health Science
Health Science Building, Room 103
Telephone 208 385-1678

Graduate Program Director: Gary Shook
Full Graduate Faculty: Les Alm, Conrad Colby, John Freemuth, Richard Kinney, Judith Murray, David Patton, Larry Reynolds, Gary Shook, James Weatherby, Stephanie Witt
Associate Graduate Faculty: Rudy Andersen, Patt Elison
Adjunct Graduate Faculty: Phyllis Sawyer

General Information

The Master of Health Policy (MHP) degree program is designed primarily for employees of state and local health agencies, non-profit volunteer health organizations, and health professionals employed in other areas of the health system.

The program prepares health professionals to work in the political arena to shape health policies as well as to create and implement health policy plans. Graduates will work more effectively as advocates and critics of our health delivery system as it affects health delivery agencies, organizations and various populations.

The program is delivered on campus primarily in the evening during the academic year and summer session. It is constructed upon a curricular foundation of 30 to 33 credits addressing health policy issues from various perspectives, and 9 credits of elective courses whereby students expand or deepen their knowledge base in individual interest areas. The degree is administered by the College of Health Science with graduate faculty residing in the Colleges of Business, Social Science and Public Affairs, and Health Science. The College of Social Science and Public Affairs, and specifically the Master of Public Administration (MPA) program, has lead responsibility in the area of public policy. The MHP utilizes a model which draws on the strength of four MPA courses as a key component to the MHP curriculum.

Application and Admission Requirements

To be considered for admission to the MHP program with regular status, an applicant must satisfy Graduate College requirements and program requirements in the order listed below:

I. Apply for admission to Graduate College.
   A. Send Application for Admission and $20 application fee to Graduate Admissions Office.
   B. Request official transcripts from each institution previously attended be sent directly to the Graduate Admissions Office.
   C. Request Graduate Record Exam (GRE) scores be sent to Graduate Admissions Office.
Although the requirements of the BSU Graduate College also govern the MHP degree program, the Certificate of Admission to enroll in graduate courses at BSU does not guarantee admission into the MHP program. Enrollment in the program is limited. In order to enroll in required courses, students must first be admitted to the MHP program or obtain permission of the program director. No more than 9 credits of 300-400G courses will count toward the MHP degree.

II. Apply for admission to Master of Health Policy (MHP) program.

A. Application procedure.
   1. Submit letter of interest, curriculum vita, and biographical sketch to MHP Admissions Committee in the College of Health Science.
   2. Request official transcripts from each institution attended be sent directly to MHP Admission Committee.
   3. Request three (3) letters of recommendation (two of which must be academic letters of reference) be sent directly to MHP Admissions Committee. For candidates whose academic record predates the application by five years or more, letters of recommendation may be submitted by supervisors.

B. Admission requirements.
   1. Admission to BSU Graduate College.
   2. Education and work experience:
      Baccalaureate degree from an accredited college or university in a health-related field; and
      At least one year experience in environmental health, health care, or financing of health care in such settings as the community/public health system, non-profit volunteer health organizations, businesses, or other organizations providing hands-on experience with health policy/program development and implementation; or
      Baccalaureate degree in another field and three or more years experience in environmental health or health care, including work in administration and policy development/implementation in the aforementioned settings.

   3. Required test scores.
      A minimum combined score of 1000 on the verbal and quantitative portions of the GRE is required. Students whose native language is not English must submit a TOEFL score of 550 or higher.

   4. Grade point average of 3.00 during the last sixty hours of undergraduate course work.

   5. Prerequisites.
      At least 3 credits completed in each of the following courses or equivalent courses:
      PO 101 American National Government
      PO 102 State and Local Government
      Undergraduate statistics course

   EC 205 Principles of Microeconomics
   or EC 514 Economic Theory and Analysis
   H 202 Health Delivery Systems
   H 480 Epidemiology

   Students who do not have these courses but are otherwise qualified for admission will be advised to take relevant courses either at BSU or another accredited institution before beginning the program or the courses may be waived if the student can show evidence of having acquired the knowledge through another process.

   6. Writing skills are important for success in the MHP program. The graduate committee may ask that one or more courses in technical writing be completed.

   7. A personal interview may be required.

Students not meeting the above requirements may be admitted to the program on a provisional status.

Graduate Assistantships

Graduate assistantships covering tuition and fee waivers may be available through research grants and contracts. Contact the MHP director for information on assistantships which may be available from these sources. To be considered for Fall semester assistantships applications should be submitted no later than April 1.

Degree Requirements

A minimum of 39 credits is required for graduation (excluding internship credits). The MHP student who attends full time will normally be enrolled for a two-year sequence including summers. Typically, however, students maintain their current employment positions and attend the program part time, thereby extending the length of time required to obtain the degree.

The curriculum (39-42 credits) is comprised of required courses of 30-33 credits with an additional 9 credits (minimum) of elective courses. The student, counseled by his/her graduate committee, selects the elective courses. In order to enroll in required courses, students must first be admitted to the MHP program or obtain permission of the program director. No more than 9 credits of 300-400G courses will count toward the MHP degree.
Master of Health Policy

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Required Courses:</strong></td>
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<tr>
<td>PA 500 Administration in the Public Sector</td>
<td>3</td>
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<tr>
<td>PA 501 Public Policy Process</td>
<td>3</td>
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<tr>
<td>PA 502 Organization Theory</td>
<td>3</td>
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<tr>
<td>PA 503 Research Methods in Public Admin</td>
<td>3</td>
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<tr>
<td>EC 440G Health Economics</td>
<td>3</td>
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<tr>
<td>Statistics</td>
<td>3-4</td>
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<tr>
<td>H 355 Ethical and Legal Issues in Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>MH 350 Current Issues in Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>MH 958 Graduate Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Culminating Activity: (Selected from one of the following:)</td>
<td>4-6</td>
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<tr>
<td>MG 591 Project</td>
<td>4</td>
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<tr>
<td>MH 593 Thesis</td>
<td>6</td>
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<tr>
<td>MH 956 Directed Research</td>
<td>4</td>
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<tr>
<td>EC 956 Directed Research</td>
<td>4</td>
</tr>
<tr>
<td>PA 956 Directed Research</td>
<td>4</td>
</tr>
<tr>
<td><strong>Elective Courses:</strong></td>
<td>9</td>
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<tr>
<td>The purpose of the elective courses is to provide an opportunity for specialization in an area of interest related to health policy; courses are selected that are germane to the student's thesis, project, directed research, or employment goals. These electives may be taken anywhere in the university but must be approved by the student's graduate committee and the MHP director. The student must demonstrate, to the committee's satisfaction, how the electives are to fit into the student's program of study and career objectives.</td>
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<tr>
<td><strong>Total</strong></td>
<td>39-42</td>
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**Health Professions Internship**

Students are expected to have work experience in some part of environmental health, health care delivery, or financing of health care providing hands-on experience with health policy/program development and implementation issues. Applicants with less than one year work experience must complete a health professions internship. The student, in consultation with her/his graduate committee, will identify the appropriate internship experiences.

**Comprehensive Examination**

In fulfillment of the MHP degree requirements, students must take a comprehensive exam. The exam takes place following completion of the course work and has both a written and oral defense component.

**Thesis/Project/Directed Research**

The thesis, project, or directed research provides Health Policy graduate students an opportunity to consolidate the knowledge and skills gained during their graduate studies and to carry out an independent scholarly inquiry of a health policy topic. Students selecting the thesis option are required to register for 6 credits, following completion of at least 15 credit hours. Students selecting the project or directed research option are required to register for 4 credits, following completion of at least 15 credit hours.

**Graduate Committee**

Students admitted with regular or provisional admission status will be appointed a graduate committee whose purpose is to establish, with the student, a program of study and internship requirements; to guide the student's thesis, graduate project, or directed research; to conduct the thesis/project/directed research defense; to approve the final thesis/project/directed research; and to administer the comprehensive examination (written and oral). The graduate committee consists of at least three individuals, including a chair who assumes the role of graduate advisor and at least two other committee members from two different departments.

**Course Offerings**

**EC ECONOMICS**

EC 440G HEALTH ECONOMICS (3-0-3)(S). Examines the economics and ethics of health and the health care delivery system. Comparisons will be made to the systems in other countries. The role of information and incentives in the system will be considered. PREREQ: EC 205, Admission to Health Policy program, or PERM/PROGRAM DIRECTOR.

**H HEALTH**

H 355 ETHICAL AND LEGAL ISSUES IN HEALTH POLICY (3-0-3)(S). Systematic examination of how ethical/legal dimensions relate to decision making in health policy. Discussion includes ethical/legal dimensions of topics such as the regulation of health care quality, access to health care, and impact of interdisciplinary decision making. PREREQ: Admission to Health Policy program or PERM/PROGRAM DIRECTOR.

H 540 HEALTH INFORMATION MANAGEMENT (3-0-3)(S). The use of health information systems as a management tool in health policy and the impact of computer information systems on the structure and function of health care organizations, including administrative research to support decision making and problem solving using local and national computer data networks. PREREQ: Statistics and PERM/INSTRUCTOR.

**MH MASTER OF HEALTH**

MH 520 MEDICAL CARE SYSTEMS (3-0-3)(F/SU). Examines the organization of medical care services; interpretation of their needs and demands; types, numbers, nature, and relationships of medical institutions and manpower; how the financing of medical care is accomplished, including national plans for medical care. PREREQ: Admission to Health Policy program or PERM/PROGRAM DIRECTOR.

MH 530 PUBLIC HEALTH PROMOTION AND EDUCATION (3-0-3)(F). A critical examination of the behavior, actions, and practices that influence the promotion of community-wide health, with an emphasis on those concepts of health education that assist in effecting changes in lifestyle. Discussion will also include health promotion and education policy and planning, needs assessment, methods and materials, and curriculum development for a broad range of public beneficiaries. PREREQ: Admission to Health Policy program or PERM/PROGRAM DIRECTOR.

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*The image contains a table that lists course offerings with course numbers, titles, and credits.*

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*The image also contains text about the Master of Health Policy program, including sections on required courses, elective courses, comprehensive examination, thesis/project/directed research, and graduate committee.*
MH 550 CURRENT ISSUES IN HEALTH POLICY (3-0-3) (F/S).
Examines current issues in health care policy in the United States
health care system. The structure and financing of the health care
system, recent changes and the effects of changes on cost, quality, and
access to health care are discussed. Some attention is given to health
policy issues in other countries as they influence and impact policy in
the United States. PREREQ: Admission to Health Policy program or
PERM/PROGRAM DIRECTOR.

MH 555 PROGRAM EVALUATION IN HEALTH DELIVERY
SETTINGS (3-0-3) (S). Topics include evaluation overview, models,
and evaluative study objectives; sampling of subjects, data collection
methods, methodological design, interpretation of data, and final
report preparation; ethical and political considerations in conducting
an evaluative study. PREREQ: Admission to Health Policy program or
PERM/PROGRAM DIRECTOR.

MH 560 RISK MANAGEMENT IN THE HEALTH SCIENCES
(3-0-3) (F). Critical evaluation of the use of risk management in
establishing health program policy and program management. Risk
assessment, hazard and vulnerability assessment, cost-benefit
analysis, decision analysis strategies and the use of research in
decision-making will be emphasized. Students will develop a risk
management model in an area of interest and write a scholarly paper
on some significant aspect or area of the health sciences. PREREQ:
Statistics, computer proficiency and PERM/INSTRUCTOR.

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. PREREQ: Admission to Health Policy program or
PERM/PROGRAM DIRECTOR.

PA 501 PUBLIC POLICY PROCESS (3-0-3) (S). Theories of
organization behavior and management, with special attention given to
public sector organizations. Issues and problems related to the
nonprofit sector will also be addressed. PREREQ: Admission to
Health Policy program or PERM/PROGRAM DIRECTOR.

PA 502 ORGANIZATION THEORY (3-0-3) (S). Theories of
organization behavior and management, with special attention given to
public sector organizations. Issues and problems related to the
nonprofit sector will also be addressed. PREREQ: Admission to
Health Policy program or PERM/PROGRAM DIRECTOR.

PA 503 RESEARCH METHODS IN PUBLIC ADMINISTRATION
(3-0-3) (F). 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 or quantitative data. PREREQ: Admission to Health Policy
program or PERM/PROGRAM DIRECTOR.

Master of Arts in History

Department of History
Library Building, Room 192
Telephone 208 385-1255
Fax 208 385-4058

Director of Graduate Studies: Michael P. Zirinsky
Department Chair: Errol D. Jones
Full Graduate Faculty: Peter Buhler, Allan Fletcher,
Errol Jones, Nicholas Miller, Phoebe Lundy, Charles Odahl,
Sandra Schackel, Todd Shallat, Robert Sims, Warren Vinz,
Michael Zirinsky
Associate Graduate Faculty: Nicholas Casner,
Shelton Woods
Adjunct Graduate Faculty: Ellis Knox, Hugh Lovin
(emeritus), Patricia Ourada (emerita), Milton Small,
William Tydeman, Alan Virta
Senior Secretary: Denise Nelis

General Information

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 north American, western, public, women's, ancient and medieval, religious,
international, European, and non-western 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
US 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
north American, European, and non-western history. In addition to covering these traditional geographical areas, the
department emphasizes the following fields.

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
Master of Arts in History

Western Studies broaden the learning experience. Library holdings are extensive. In 1988 the program received the Bureau of Land Management’s “Outstanding Service Award.”

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.

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 courses in religious history, including 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: This field 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 seminars are offered each year on topics 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.

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.

Financial Assistance

Financial aid applications, scholarship applications, and guidelines can be obtained from the Graduate Admissions office. 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 M.A. program. Applicants must be sure that the history department has in hand by March 1 a completed application for financial assistance, two letters of recommendation, complete transcripts of the applicant’s academic record, and demonstrated ability to write effectively in English.

Graduate Assistantships: The purpose of the graduate assistantship program is to support promising individuals who are committed to continuing their education at the graduate level. Assistantship awards include a waiver of all registration fees and/or a monetary stipend. Graduate assistants are required to spend up to fifteen or twenty hours per week in service to the department depending on the stipend awarded. Duties will vary with area of study. A limited number of assistantships are awarded on a competitive basis.

Internships: The department sometimes may be able to arrange a paid internship as part of the graduate program. Make enquiry with the department to see what may be available at the time of registration.

Designation of Advisor and Graduate Committee

The director of graduate studies in history will act as temporary advisor for all newly admitted students. The student will establish an advisory committee as soon as possible, normally during the first semester enrolled. The committee chair will act as advisor and thesis or project director. Other members of the committee will be chosen by the student and her or his advisor. The entire program leading to the degree will be planned by the student in conjunction with his or her advisory committee.

Note: Courses taken without prior approval of the advisory committee may not be accepted as part of the student’s degree program. To make sure all courses taken are accepted as part of the degree program, the student and the advisory committee should fill out and adhere to the Program Development Form.

Other Academic Regulations

Incompletes: 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.

Overloads: 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.

Admission to Candidacy: Students should apply for admission to candidacy as soon as possible after completing 18 hours in an approved program of study. There can be no deficiencies at this point (e.g., the student must have been raised from provisional to regular status) and language or other special requirements must have been met. Students will be
recommended by the department for admission to candidacy only on a positive vote of the advisory committee, after careful assessment of progress toward the degree, to the date of application. (See the specific Graduate College statement, "Applying for Candidacy.")

**Thesis or Project:** The student must decide, with the advice and consent of her or his committee, whether to present either a Thesis or a Project. 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.

### Application and Admission Requirements

**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 summer 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 for all schools of higher education previously attended sent directly to the BSU Graduate Admissions Office.

Applicants must also send directly to the director of graduate studies in history a letter of application explaining why the student wishes to be admitted, a sample of the applicant's writing skills (e.g., 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. Students also should provide a report of the aptitude section of the Graduate Record Examination. The history department can take no action on the application until all of the above materials have been received. 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.

**Admission:** 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 hours) within their undergraduate program. Students without a strong history background may be required to remove deficiencies before admission.

Minimum standards for admission with regular status to the history graduate program include a minimum GPA of 3.00 with 3.20 in history and 3.20 for the last two years of undergraduate study. In addition, for admission with regular status applicants must present at least one year of college-level language other than English. Students not meeting these minimum requirements for admission with regular status are encouraged to apply for provisional status.

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

### Degree Requirements

**Course Number and Title**

<table>
<thead>
<tr>
<th>Master of Arts in History</th>
<th>Credits</th>
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<tbody>
<tr>
<td>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. Each program is individual and must be approved by the student's advisory committee. Courses taken without prior approval of the advisory committee may not be accepted as part of the student's approved degree program. 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.</td>
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</table>

#### Required core courses:

<table>
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<tr>
<th>Credits</th>
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<td>6</td>
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- All students will take two core courses, including HY 500 Historians and Historical Interpretation (3 credits) and one of the following three courses:
  - HY 512 Sources of Western Traditions (3 credits)
  - HY 513 Sources of Non-western Traditions (3 credits)
  - HY 520 Sources of American Values (3 credits)

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

#### Major field:

<table>
<thead>
<tr>
<th>Credits</th>
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<td>12-24</td>
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</table>

- 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 HY 595 Reading and Conference and HY 596 Directed Research 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 (optional):

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<th>Credits</th>
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<td>9</td>
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- 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.

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**Continued—**
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 reference to Africa, Asia and Latin America. PREREQ: Admission to the graduate program or PERM/CHAIR/INST.

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). Studies of the principal themes or problems within well-defined periods of particular fields of 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. Emphasizes reading, discussion, writing and research. Student participation in discussion and reports are 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 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).

LA LATIN

LA 323G EARLY CHURCH LATIN LITERATURE (2-2-3)(F). Translation and analysis of selections from the major writings of the Latin Fathers of the early Church, such as Tertullian, Cyprian, Lactantius, Ambrose, Jerome and Augustine. Recommended: A year of college Latin and HY 323 Early Christianity. Alternate years.

LA 324G MEDIEVAL LATIN LITERATURE (2-2-3)(S). Translation and analysis of selections from significant medieval Latin writers, such as the papal biographers, Egeria, Gregory of Tours, the Venerable Bede, Einhard, Pope Gregory VII, Fulcher of Chartres, Abelard and Jacque De Vitry. Recommended: A year of college Latin and HY 324 Medieval Europe. Alternate years.

Master of Science in Instructional & Performance Technology

LA 492G ADVANCED LATIN TUTORIAL - CONSTANTINIAN ERA (2-2-3) (SU/F). Translation and analysis of Christian texts from the Constantinian Era, such as imperial biographies, laws, letters, and creeds. Survey of materials and methods for teaching Latin in secondary schools. Recommended: HY 481/581 European Seminar on Constantine and the Late Roman Empire. PREREQ: PERM/INST. Alternate years.

Master of Science in Instructional & Performance Technology

College of Technology
Engineering Technology Building, Room 301
Telephone 208 385-1312

Instructional & Performance Technology Director: Mark Eisley
Dean, College of Technology: Tom MacGregor
Full Graduate Faculty: Mark Eisley
Associate Graduate Faculty: David Cox
Adjunct Graduate Faculty: Bobbie Allaire, Patricia Anson, Marcia Belcher, Keith Brown, Jeff Cerny, Dan Eastmond, Theodore Eisele, Jo Ann Fenner, Ben Hambelton, Heber Moore, Ginny Reese, Charles Winborne, Donald Winiecki

General Information

The Master of Science Degree in Instructional & Performance Technology (IPT) is intended to prepare students for careers in the areas of instructional design, job performance improvement, human resources, organizational redesign, training, and training management. The IPT program equips students with skills needed to identify, analyze, and solve a variety of human performance problems in settings such as industry, business, the military, education, and private consulting.

The M.S. program emphasizes scholarly understanding of research and theory as they apply to instructional technology and performance technology. Students are also exposed to a broad range of practical skills and knowledge in instructional systems design, program development, computer-assisted instruction, consulting, media selection/utilization, instructional use of computers, and program evaluation. In addition, students learn how to appraise and select proposed training programs and delivery methods. With respect to training and instruction, the emphasis is not so much on how to personally be a good presenter or instructor as it is on how to design effective programs which can be "packaged" for implementation by other individuals.

Human performance improvement in organizations requires more than education or training alone. In this program, students explore the many factors that affect job performance, such as knowledge and skills, job expectations, task design, incentive systems, feedback systems, tools, job aids, and resources. In the IPT program, students learn how to think strategically and design interventions that will address all the needed factors (in addition to training or instruction) and will get the desired results. They learn how to define and clarify those results and how to integrate instruction with other factors that impact human performance.

Distance Education Option

In addition to the traditional mode of delivering on-campus classes, Boise State University also offers its M.S. program in IPT through distance education (DE) methods. This constitutes an entirely nonresident course of study for a complete M.S. in IPT. Students all over the continent participate in BSU’s IPT program from their home locations through time- and location-flexible classes.

DE classes are conducted by computer conferencing (via personal computers and telephone connections). The classes are distinct from correspondence courses in many important ways. Two of these are: (a) each student in the class sees the questions and comments of all the rest of the students in a natural flow of normal class discussion, and (b) interaction between teacher and student and among peers is much more immediate than possible through mailing systems. Computer conferencing permits (and encourages) a high level of interaction among class members.

DE 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 tuition is 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 DE courses are entirely self-sustaining and are not subsidized by state taxes. DE courses are available to on-campus students if they choose to pay the additional expense. (DE courses do not follow the normal schedule indicated in the course descriptions below; schedules for DE 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; 8 megabytes of RAM (16 is preferred); VGA graphics capability or better; at least 50 megabytes of free space available on a hard disk drive; DOS 5.0, or higher; Windows 3.1, or better; a Hayes-compatible 14.4 BAUD modem, or better; a 3.5" high density (1.44 MB) floppy drive; a CD-ROM drive; a sound board and speakers; and the ability to play video files. Distance students are encouraged (but not required) to gain access to a fax machine for both sending and spontaneous receiving. Some courses may also require students to obtain their own Internet access.
Master of Science in Instructional & Performance Technology

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 graduate courses.

Graduate Assistantships
A limited number of graduate assistantships are available for full-time, on-campus students. Graduate assistantships include a stipend and a waiver of fees. Graduate assistantship appointments require approximately 20 hours service per week to the University. The appointment is made for a period not to exceed one academic year. Appointments are renewed at the discretion of the IPT Program. Graduate assistants must have been admitted into the IPT program, must enroll for a minimum of eight credit hours each semester, and must meet any other requirements as set forth by the Graduate College. Applications are available in the IPT office or the Graduate College office. The application deadline is March 1.

Application and Admission Requirements
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. (Applicants must submit a resume and a one to two page essay to help determine satisfaction of this requirement.)

Admission Procedures:
1. Obtain a graduate application and submit it with a $20 application fee to the Graduate Admissions Office. Note: International students should submit the Foreign Student Graduate Application and a $30 application fee.
2. Have the Registrar of all institutions attended send official transcripts directly to the Graduate Admissions office. PLEASE DO NOT HAVE TRANSCRIPTS SENT PRIOR TO SUBMITTING YOUR GRADUATE ADMISSION APPLICATION.
3. Obtain information for taking the MAT from the Counseling and Testing Center at BSU if you live in or near Boise. If you are not close to Boise, contact the IPT office for the testing center closest to where you live. Have your scores sent to the Graduate Admissions Office at BSU (code 4018).

4. Submit to the IPT Office a resume of personal qualifications and work experience and a one to two page essay describing why you want to pursue this degree and how it will contribute to your personal and professional development. (Students intending to take DE courses must also complete the IPT Equipment Availability Checklist).
5. After Steps 1 through 4 are completed, your records will be evaluated and forwarded to the IPT Program Committee for a decision on your admission to the program. As soon as this process is completed, you will receive official notification as to the decision and, if you are admitted, who your faculty advisor will be.

Timing of Application and Admission:
It is extremely important that you complete the above admissions procedures and are officially admitted to the program before you begin taking the courses you hope to apply toward the M.S. degree. Please note that permission from the Graduate Admissions Office to take graduate courses does NOT constitute admission to the IPT program. If you complete BSU graduate courses before you are officially admitted to the IPT program, the credit for those courses will appear on your BSU transcript but will not be applied toward the M.S. degree in IPT.

If, at your own discretion, you enroll in a BSU graduate course before you are admitted to the M.S. program in IPT, you are urged to complete the admissions procedures before the end of that course. If you are accepted before the semester closes, the credit you receive at the end of the semester is “eligible” for application toward the degree; and the IPT Program Committee will decide which credits, if any, will be accepted.

Degree Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Core Requirements:</strong></td>
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</tr>
<tr>
<td>IP 530 Evaluation Methodology</td>
<td>3</td>
</tr>
<tr>
<td>IP 536 Introduction to Instructional and Performance Technology</td>
<td>3</td>
</tr>
<tr>
<td>IP 537 Instructional Design</td>
<td>3</td>
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<tr>
<td>IP 550 Delivery Technology for Instruction</td>
<td>3</td>
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<tr>
<td>IP 560 Human Performance Technology</td>
<td>3</td>
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<tr>
<td>TE 538 Instructional Courseware Design</td>
<td>3</td>
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<tr>
<td>TE 582 Instructional Theory</td>
<td>3</td>
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<td><strong>Thesis Option:</strong></td>
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</tr>
<tr>
<td>Electives</td>
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<tr>
<td>IP 593 Thesis</td>
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<td>or</td>
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<tr>
<td><strong>Project Option:</strong></td>
<td><strong>6</strong></td>
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<tr>
<td>Electives</td>
<td>9</td>
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<tr>
<td>IP 591 Project</td>
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<td>or</td>
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<tr>
<td><strong>Nonthesis Option:</strong></td>
<td><strong>15</strong></td>
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<tr>
<td>Electives</td>
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<tr>
<td>Comprehensive Examination</td>
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<td><strong>Total</strong></td>
<td><strong>36</strong></td>
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will investigate the video and audio applications of technology for teleconferences, and educational television. **PREREQ: PERM/INST.**

**MEDIA (1-0-1)(F).** Students learn how to use basic software tools toward the degree. The IPT program has high academic expectations for its students. 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 asked 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.

**Residency Requirement for Project or Thesis Option**
In order to complete the project or thesis option, students are required to be in residence on campus for at least one semester during which they are enrolled in IP591 Project or IP593 Thesis. However, students who select the nontheses option may pursue their IPT degree with no obligation to be on campus at any time.

**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 523 AUTHORING SKILLS FOR INSTRUCTIONAL MULTIMEDIA (1-0-1)(F).** Students learn how to use basic software tools that are used by professionals in authoring computer-based instruction. Recommended preparation: familiarity with Windows environment.

**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 531 OVERVIEW OF RESEARCH DESIGN, MEASUREMENT, AND STATISTICS (3-0-3)(S).** Students receive a foundation in the relationship among research design, measurement, and statistics. Topics covered include scaling, reliability, validity, norm-vs. criterion-referenced testing, forms of distributions, measures of central tendency & variability, basic research designs and their appropriate statistical tests, qualitative vs. qualitative research, and how to critique research in the area of instructional and performance technology.

**IP 534 AUTHORING SKILLS FOR INSTRUCTIONAL DESIGNERS (3-0-3)(F).** Students discover how theories of human learning can be applied to the instructional process in order to make it more effective and efficient. They will explore conditions, both internal and external to the learner, which are known to affect learning outcomes. They will also explore alternative methods, strategies, and technologies that increase instructional effectiveness in various learning situations and circumstances.

**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 and 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 and either TE 582 or IP 535, or PERM/INST.**

**IP 539 ARTIFICIAL INTELLIGENCE APPLICATIONS FOR INSTRUCTION (3-0-3) (Demand).** This course provides students with an overview of artificial intelligences 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 different 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 interventions. Special emphasis is placed on video applications. **PREREQ: IP 537 or PERM/INST.**

**IP 551 DESIGNING COMPUTER-BASED TRAINING (3-0-3)(F).** Students learn to apply the principles of instructional design within the medium of Computer-Based Training (CBT) for business and other settings. Emphases include multimedia, hypertext, hypermedia,
transaction shells, screen design, selection of programming and authoring tools, and appropriate vs inappropriate uses of CBT and its various aspects. Recommended preparation: IP 523. PREREQ: IP 537.

IP 560 HUMAN PERFORMANCE TECHNOLOGY (3-0-3)(F). Students examine the foundations, process models, interventions, professional practice issues, and future trends of the field of human performance technology (HPT) which aims to improve performance in the workplace or in learning situations. Students practice applying, revising, combining and critiquing HPT processes. PREREQ: IP 536 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). Note: This course is used by IPT students as an internship experience. A prospectus requiring faculty sponsor, employer, and student agreement must be submitted before registering for the course; a brief report endorsed by the employer is required at the end of the semester; the student's final grade is determined by the faculty sponsor. IPT students may count no more than 3 semester hours of IP 590 toward their study program.

IP 591 PROJECT (0-V-6). The IPT program uses the 591 Project course in both the traditional way and in a unique way to serve an additional purpose. Other BSU graduate programs typically use 591 Project only as a culminating activity requiring 6 credits of 591. If you are an on-campus student and you wish to use 591 in the traditional manner, you may do so by forming a faculty committee and following the requirements and procedures for the "Project Option." These are outlined in the section at the beginning of this catalog titled, "Culminating Activity." The second (and more recommended) way in which IP 591 may be used is to enroll in 1 to 3 credits (per project) and engage in an independent development project under faculty direction. (Research projects should be conducted under IP 596.) You must first have the recommendation of your advisor and obtain a faculty sponsor for the project you would like to propose. Then prior to registration in IP 591, an agreement form must be signed by the faculty sponsor. A combined total of 9 semester hours from either IP 591 or IP 596 may be applied toward your program, with no more than 6 of those being earned in any given semester or session.

IP 593 THESIS (0-V-6). Students conduct empirical research in an area related to IPT and report the results in the form of a thesis.

IP 595 READINGS AND CONFERENCE (Variable). With the aid of a faculty sponsor, the student selects a cohesive set of readings, and then discusses them with the faculty member on an agreed-upon schedule throughout the semester. The planned reading list may be changed (with faculty approval) to respond to emphases and interests stimulated by initial reading. Students are expected to do a least 50 hours of reading, thinking, and confering for each credit hour earned.

IP 596 DIRECTED RESEARCH (Variable). At the discretion of the student's advisor and under the direction of a faculty sponsor, the student performs research on any approved subject relating to IPT. (A faculty sponsor must be found prior to registration, and an agreement form must be signed by the faculty sponsor prior to registration for the course.) A combined total of 9 semester hours from either IP 591 or IP 596 may be applied toward your program, with no more than 6 of those being earned in any given semester or session.

IP 597 SPECIAL TOPICS (3-0-3)(Variable). Such as: *Leadership Principles for Performance Technologists *Methods of Creativity and Innovation in Performance Technology Project Management Instructional Strategies Advanced Authoring Skills for Instructional Multimedia *Only offered in the DE program at present.

IP 598 SEMINAR (Variable).
Master of Arts or Science in Interdisciplinary Studies

College of Arts and Sciences
Science/Nursing Building, Room 106
Telephone 208 385-1415

Director of Interdisciplinary Studies: Associate Dean, College of Arts and Sciences

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 college or more than one department to create an individualized program 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 in a major area. The 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 intellectual and career interests may extend over several traditional specializations.

The Interdisciplinary Studies (IDS) Program is administered by the Graduate College, housed in the College of Arts and Sciences, and directly supervised by the Director of Interdisciplinary Studies who is Associate Dean of that College. A university-wide Interdisciplinary Studies Committee consisting of the Graduate Dean and one member from each academic College appointed by the respective Deans oversees the program. The Director of Interdisciplinary Studies serves as the chair of that committee. Each student in the program also has a graduate committee composed of three faculty members from the disciplines making up the student's interdisciplinary program. The student's graduate committee has the responsibility of helping the student select a particular program of study and recommends to the Interdisciplinary Studies Committee that it be accepted as the student's formal plan of study, thereby indicating that the members of the committee regard it as a viable program of graduate study. The Interdisciplinary Studies Committee is responsible for approving the members of the proposed graduate committee and for deciding whether to approve the student's plan of study.

Application and Admission Requirements
A prospective student must first satisfy general admission requirements and complete the process for admission to the Graduate College, as described in the Graduate Admission Policies and Procedures section of the BSU Graduate Catalog. General admission to the Graduate College does not guarantee admission to a graduate program in Interdisciplinary Studies.

For admission to the MA or MS Program in Interdisciplinary Studies, a student must meet the following requirements:

1. A cumulative GPA in all prior college level work of at least 3.0 (though students who fall below this requirement but who have a cumulative GPA of at least 3.25 for the most recent 60 credit hours will also be considered).

2. Successful completion of the IDS Program's application process, which includes:
   a. meeting with the IDS Program Director to discuss expectations and be advised as to the remainder of the application process.
   b. submission of a completed Personal Data form.
   c. selection of a graduate committee composed of 3 graduate faculty members, one of whom is to serve as committee chair and advisor.
   d. submission of a degree plan and three page written statement of justification which (i) states intellectual, professional, or vocational reasons for requesting entry into the program; (ii) explains why traditional degree programs do not meet the applicant's needs; and (iii) justifies the selection of courses in relation to the conception of the individualized program as a whole.
   e. approval of the graduate committee and degree plan by the university-wide IDS Committee.

Although each applicant's prior academic record will be examined to determine whether there are compelling reasons for making an exception, normally the Interdisciplinary Studies Committee will not consider proposed degree plans from students who fail to meet requirement (1). Applicants who wish to submit additional supporting materials such as GRE scores, letters of recommendation, or a preliminary description of their proposed program of study may do so. Letters of recommendation and preliminary program descriptions should be sent directly to the Director of the IDS Program.

Applications to the IDS Program are considered only twice a year, in October and in March. Application materials as described above must be submitted by October 1st or October 1st of the semester prior to the semester of proposed entry into the program, so as to avoid commencing course work which may not be accepted as part of an approved degree plan. The student's graduate committee and degree plan must be approved before the completion of more than 6 credits toward the program.
Master of Arts or Science in Interdisciplinary Studies

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. In addition to any Graduate College requirements not mentioned here, the requirements of the IDS Program are as follows:

1. Course work must be selected from a minimum of two academic areas.
2. No more than 6 credits of work completed prior to approval of the degree plan by the IDS Committee may be included in the program.
3. No more than 11 credits of 300G or 400G courses may be applied toward the program.
4. No more than 9 transfer credits may be included in the program.
5. No more than 9 credits of directed research (596) may be included in the program.
6. Courses may not be challenged for credit.
7. The degree will consist of a total of no less than 33 credits, of which no more than 16 credits may be earned in the College of Business. Students may select (with IDS Committee approval) from a thesis/project option or a written examination option. The thesis/project will carry 6 credits. Under either option, the student will be required to draw critically upon the two or more disciplines studied and to integrate disciplinary insights.
8. Students completing the thesis/project option will, upon completion of that option, meet with their 3-person graduate committee for a final review of the thesis or project.
9. Students completing the examination option will take a written examination prepared by their 3-person graduate committee, with whom they will subsequently meet for a review of results.
10. Minor revisions to the plan of study may be approved by the Director of Interdisciplinary Studies upon the recommendation of the student's graduate advisor; major changes must be approved by the university-wide IDS Committee.
11. All work toward the MA/MS degree in Interdisciplinary Studies must be completed within a period of seven years.

Master of Music

Department of Music
Morrison Center for the Performing Arts, Room C-100
Telephone 208 385-1596

Graduate Program Coordinator: Jeanne Belfy
Department Chair: James Cook
Full Graduate Faculty: Joe Baldassarre, John B. Baldwin, Jeanne M. Belfy, Lynn Berg, Marcellus Brown, Catherine Elliott, Madeleine Hsu, David Mathie, Del Parkinson, Craig Purdy, Michon Rozmajzl, Michael Samball, Gerald H. Schroeder, George Thomason
Associate Graduate Faculty: J. Wallis Bratt, James Jirak, Richard Maynard

General Information

The Master of Music is a professional degree in music with emphasis in either 1) music education or 2) performance and pedagogy. The emphasis in education is designed to meet the needs of music education specialists who work in the public school system, grades K-12, or who aspire to further graduate study and teaching in music education. Music education students take courses specifically related to research, current trends, history, and philosophy in music education and general education, as well as graduate courses in music theory and history. They are also required to progress in an applied area and participate in a music ensemble. Declaring an area of emphasis of either elementary, choral, or secondary instrumental, students structure elective credits to reflect their area, and conclude their studies with a culminating activity related to their emphasis.

Performance/pedagogy majors seek to improve their performance and studio teaching skills, possibly in preparation for a performance career, further graduate study, private studio teaching, and/or collegiate applied teaching. Their course work centers around applied study, music theory and history, and pedagogy and literature courses, and culminates in a graduate recital or other appropriate culminating project.

The Department of Music is housed in the Morrison Center for the Performing Arts, with state-of-the-art performance, rehearsal, and recording facilities, including a 2,000-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 of Boise. The J.W. Cunningham Memorial Organ, a three-manual Austin organ of 46 ranks and 59 registers, is housed in the Hemingway Western Studies Center. The Department also owns a double-manual Flemish harpsichord and a Rodgers practice organ. A full-time faculty of twenty services an undergraduate program of about 175 music majors, and offers a full range of vocal and instrumental expertise, with the assistance of many professional adjunct instructors.

The Department offers three full graduate teaching and service assistantships, and a flexible number of additional assistantships are available through the Blue Thunder Marching Orchestra.
Band program. A cooperative program for string students exists with the Boise Philharmonic Orchestra.

Application and Admission Requirements

Admission will be granted to applicants who hold a Bachelor's degree in music (BM, BA, or BS with a music major) from an accredited college or university, and who give promise of meeting the standards set by the Department of Music and the University. It is expected that students seeking Music Education Emphasis will meet basic undergraduate requirements for public school certification. Students seeking admission to the Performance/Pedagogy Emphasis must perform a satisfactory audition, in person, before the performance faculty of his/her major performance area (keyboard, winds, strings, etc.). Audition details are available from the Department of Music.

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 deficiencies will be granted Provisional Status in the graduate program. When deficiencies have been removed, the student may then seek Regular Status. A description of material covered on these examinations is available from the Department of Music.

Degree Requirements

Master of Music

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Graduation Requirements: 36-39 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.</td>
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<tr>
<td>Core Courses:</td>
<td>12</td>
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<tr>
<td>MU 503 Intro to Music Research</td>
<td>3</td>
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<tr>
<td>MU 570 New Developments in Music Education</td>
<td>3</td>
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<tr>
<td>MU 576 History &amp; Philosophy of Music Education</td>
<td>3</td>
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<tr>
<td>TE 570 Issues in Education</td>
<td>3</td>
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<tr>
<td>Non-Music Education Courses:</td>
<td>12</td>
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<tr>
<td>Music Theory*</td>
<td>3</td>
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<tr>
<td>Music History*</td>
<td>3</td>
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<tr>
<td>Private Music Lessons (2 semesters minimum)</td>
<td>4</td>
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<tr>
<td>Music Ensemble</td>
<td>2</td>
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<tr>
<td>Music Electives:</td>
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<tr>
<td>A. 6 credits in the student's area of emphasis: elementary general music, choral music, or instrumental music</td>
<td>6</td>
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<tr>
<td>B. 3 credits additional approved electives in music</td>
<td>3</td>
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<tr>
<td>C. No more than four (4) workshop elective credits, of which one may be a music conference credit, may be applied towards the degree.</td>
<td>1-4</td>
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<tr>
<td>Comprehensive Examination:</td>
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<tr>
<td>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.</td>
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<td>Oral Examination:</td>
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<td>If needed, an oral examination relating to the written comprehensive examination or to the culminating activity may be requested at the discretion of the candidate's Committee.</td>
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<tr>
<td>Culminating Activity (3-6 credits from one of the choices listed below):</td>
<td>3-6</td>
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<tr>
<td>A. MA 544 Lecture-Recital</td>
<td>3</td>
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<tr>
<td>B. MU 591 Project</td>
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<tr>
<td>1) Culminating Paper</td>
<td>3</td>
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<tr>
<td>2) Research in Selected Topics (20 questions: 4 areas)</td>
<td>3</td>
</tr>
<tr>
<td>C. MU 593 Thesis</td>
<td>6</td>
</tr>
</tbody>
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*Total Music Theory and Music History credits earned may include but not be limited to Special Topics.

Total 36-39
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:

Core Courses:
- MU 503 Intro to Music Research 3
- MU 557 Music Literature of Major Instrument* 3
- Music Theory Elective* 3
- Music History Elective* 3

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

Pedagogy Option Courses:
- MU 563, 564 Pedagogy I, II 6
- Additional Music History* and/or Music Theory 3-6
- MC 5..2 Private lessons on major instrument 4
  (2 semesters minimum: private lessons must be taken each semester of residency)

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

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 course work taken toward the degree. After satisfactory completion of the written examination, the committee will meet with the student for an oral examination.

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

Total 31-32
ME 510 CHORAL ENSEMBLE (0-2-1)(F/S). Used for graduate participation in Meistersingers, University Singers, and Women's Chorale, by section number.

ME 515 OPERA THEATER (0-5-1). Advanced study/experience in singing-acting technique and movement through performing in productions from the opera and/or musical theater repertoire. May be repeated for up to 4 credits maximum. PREREQ: PERM/INST.

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 454G SECONDARY GENERAL MUSIC METHODS (2-0-2)(S). Methods and materials emphasizing the development of discriminating listening skills, expressive singing, reading and notation music, creating music, and understanding music's role in contemporary society. Offered alternate, odd-numbered years.

MU 465G DICTION FOR SINGERS I (2-0-2)(F). A course designed for singers, 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 468G PIANO TECHNIQUE (1-0-1)(F/S). A systematic approach to piano technique involving scales, broken chords, arpeggios, double-notes: thirds, sixths and octaves. This class is designed to supplement the work assigned in the piano studio. Emphasis will be on the American, French and Slavic schools. The class is limited to twelve pianists, graduate and/or undergraduate, of intermediate and advanced levels. May be repeated once for credit. PREREQ: PERM/INST.

MU 472G ADVANCED METHODS FOR ELEMENTARY MUSIC TEACHING (3-0-3)(F). Primarily for music majors. Emphasis on methods and materials for individualized instruction, special education, related arts, and listening lessons, as well as a study of the major contributions made to music education from the fields of educational philosophy and psychology. Offered alternate, even-numbered years. PREREQ: MU 371 or MU 372.

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. Vernacular and art music, as well as 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 515 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)(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.
Master of Public Administration

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

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

MU 596 DIRECTED RESEARCH

Master of Public Administration

Public Affairs Program
Public Affairs and Art West Building, Room 127
Telephone 208 385-1476

Director of Public Affairs Program: James B. Weatherby
Full Graduate Faculty: Les Alm, John Freemuth, Richard S. Kinney, Janet Mills, W. David Patton, James Weatherby, Stephanie Witt
Associate Graduate Faculty: Tim Wilkinson

General Information

Public Administration Education: The master’s degree in public administration (MPA), under the administration of the Public Affairs Program, provides an important academic nucleus of the University’s designated area of emphasis in public affairs. As the urban university in Idaho, located in the capital city, BSU has been given the mandate to provide educational opportunities related to public affairs education. The Public Affairs Program offers the master’s degree in public administration to help fulfill that mandate. It is the only MPA accredited by the National Association of Schools of Public Affairs and Administration in Idaho and one of only six in the six states surrounding Idaho.

The MPA is designed to prepare pre-service students and in-service professionals for positions of leadership in public service. Administrators and other staff members in all levels of government, non-profit organizations and private sector governmental affairs departments take advantage of the general administrative and policy analysis curriculum offered in the MPA. The Program provides the theoretical and practical dimensions of public management necessary to assist students seeking public service careers. The MPA has two important concentrations: (1) Environmental and Natural Resource Policy and Administration and (2) General Public Administration.

Based upon its lead role in public policy, the Master of Public Administration plays an important role in the administration and delivery of courses in the Master of Health Policy.

Public Administration Applied Research and Service.

Also in keeping with the University’s role and mission in public affairs, the Public Affairs Program is involved in a number of important training and applied research activities that have major statewide impact. In addition to a number of specialized projects funded by grants and contracts, the Program annually sponsors the Local Government Training Institute for county officials throughout the state. The Institute is cosponsored with the Idaho Association of Counties and is held jointly with the Associated Taxpayers of Idaho’s Annual Conference in election years. The Mountain West Institute for Municipal Clerks and Treasurers annually attracts city officials from Idaho, Oregon, and Nevada and is officially recognized by both the International Institute of Municipal Clerks and the Municipal Treasurers Association of the United States and Canada.

The program, in cooperation with the city and county associations, also produces handbooks that are widely used by
officials throughout the state: the Idaho Municipal Sourcebook and the Handbook for Elected County Officials.

Program faculty are also key participants in the Idaho Universities Policy Research Group which is a consortium of university professors from the University of Idaho, Idaho State University, and Boise State University, who have collaborated on a number of public finance projects over the past three years.

Application and Admission Requirements

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 General Policies section of this catalog for more detail on 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 score of 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 satisfy all of the conditions of their provisional status before they will be recommended for regular graduate status.

Degree Requirements

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<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tr>
<td>MPA students must successfully complete at least 36 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 core courses. The eighteen additional semester credit hours are in the student’s area of emphasis.</td>
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**Course Selection:** 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.

- PA 500 Administration in the Public Sector
- PA 501 Public Policy Process
- PA 502 Organizational Theory
- PA 503 Research Methods in Public Administration
- PA 504 Public Budgeting and Financial Administration
- PA 505 Public Personnel Administration

**Area of Emphasis Requirements:** Each MPA student is to complete a minimum of 18 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. Students may choose to complete six (6) credits of a research project as part of their emphasis.

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 18 credit hours of course work from the MPA courses listed in this catalog or offered as Selected or Special Topics.

2. **Environmental and Natural Resource Policy and Administration:**
   - PA 540 Natural Resource Policy and Administration
   - PA 541 Environmental and Regulatory Policy and Administration
   - PA 542 Energy Politics
   - PA 543 Public Land Policy and Administration
   Selected Topics courses will be offered to supplement area of emphasis requirements.

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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 satisfy all of the conditions of their provisional status before they will be recommended for regular graduate status.

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101
Course Offerings

PA PUBLIC ADMINISTRATION

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 nonprofit 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.

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 RESOURCE & 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 591 PROJECT (1-6 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 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 597 SPECIAL TOPICS (1-3 credits)
These courses are offered occasionally. Examples of Special Topics courses offered include Lobbying, Grant Writing, the Budgeting Process in Idaho, Idaho Legislative Process, Public Speaking, and Media Relations.

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.

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Master of Science in Raptor Biology

Department of Biology
Science/Nursing, Room 215
Telephone 208 385-3329

Associate Department Chair and Graduate Program Coordinator: Marc Bechard
Raptor Research Center Director: Mark Fuller
Associate Graduate Faculty: Steven Novak
Adjunct Graduate Faculty: James Bednarz, John Beecham, William Burnham, Tom Cade, Mark Fuller, Stuart Hardegree, Kent Hauck, Lloyd Kiff, Steven Knick, Michael Kochert, Carl Marti, Jr., John Marzluff, Rosemary Mazaika, Hugh McIsaack, Wayne Melquist, Wayne Owen, Rebecca Pullen, Roger Rosentreter, John Rotenberry, Rex Sallabanks, Karen Steenhof, Richard Watson, David Whitacre, Clayton White, Rick Williams

General Information

The Master of Science 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 Peregrine Fund, Inc. affords students a unique opportunity to study raptors in locations such as Madagascar, Guatemala, 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 $20.00 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 to the Biology Graduate Program Coordinator.

4. Have Graduate Record Exam scores forwarded.

Your graduate application, matriculation fee, transcripts, and GRE scores are to be sent directly to the Graduate Admissions Office, Boise State University, 1910 University Drive, Boise, ID 83725. In addition, each applicant should send a cover letter discussing their professional goals and reasons for wishing to study raptor biology, directly to the Biology Graduate Program Coordinator, Department of Biology, Boise State University, 1910 University Drive, Boise, ID 83725.
Master of Science in Raptor Biology

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 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.

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.

Degree Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum of 30 credits are required. Two credits of graduate seminar (B 598) and six 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 weeks before commencement.</td>
<td></td>
</tr>
<tr>
<td>B 598 Graduate Seminar</td>
<td>2</td>
</tr>
<tr>
<td>B 593 Thesis</td>
<td>6</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Choose courses from the following for a minimum of 22 credits:</td>
<td>22</td>
</tr>
<tr>
<td>B 401G Organic Evolution</td>
<td>3</td>
</tr>
<tr>
<td>B 412G General Parasitology</td>
<td>3</td>
</tr>
<tr>
<td>B 415G Applied and Environmental Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>B 420G Immunology</td>
<td>3</td>
</tr>
<tr>
<td>B 423G Ecology</td>
<td>4</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 501 Biometry</td>
<td>4</td>
</tr>
<tr>
<td>B 502 Population and Community Ecology</td>
<td>3</td>
</tr>
<tr>
<td>B 506 Raptor Ecology</td>
<td>3</td>
</tr>
<tr>
<td>B 596 Directed Research (6 credits maximum in a semester)</td>
<td>1-9</td>
</tr>
<tr>
<td>BT 330G Mycology</td>
<td>4</td>
</tr>
<tr>
<td>Z 305G Entomology</td>
<td>4</td>
</tr>
<tr>
<td>Z 341G Ornithology</td>
<td>3</td>
</tr>
<tr>
<td>Z 409G General &amp; Comparative Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Z 421G Mammalogy</td>
<td>3</td>
</tr>
</tbody>
</table>

Special Topics Courses

| Total | 30 |

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.

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)(S). 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)(F). 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, immune disorders, serology and other related topics. Representative laboratory procedures will be demonstrated. PREREQ: B 303, PERM/INST.

B 423G ECOLOGY (3-3-4)(F). A survey of the physical factors of the environment and their effect on 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 445G HUMAN GENETICS (3-0-3)(S). Discussion of important aspects of human heredity. Topics include the reproductive system, single gene disorders, chromosome abnormalities, hemoglobinopathies, inborn errors of metabolism, somatic cell and molecular genetics, immunogenetics, gene screening, and human variation and evolution. PREREQ: B 343 or 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.
Master of Arts in School Counseling

Department of Counseling
Education Building, Room 609
Telephone 208 385-1209

Program Coordinator: Margaret Miller
Department Chair: Jim Nicholson
Full Graduate Faculty: Rich Downs, Margaret Miller, Anne Marie Nelson, Jim Nicholson
Associate Graduate Faculty: Bobbie Birdsall

General Information

The Master of Arts in School Counseling prepares individuals in education and related careers to become professional counselors at the elementary, middle, and secondary school levels. Accrediting agencies which will govern the program are (1) the Council for Accreditation of Counseling and Related Educational Programs (CACREP), (2) National Council for the Accreditation of Teacher Education (NCATE), and (3) the Northwest Association for Schools and Colleges (NWASC). The Program is designed to meet or exceed Idaho Department of Education qualifications for certification in school counseling and the State Board of Occupational Licenses' criteria for licensure as a professional counselor.

Course work is offered in sequence during evenings of fall and spring semesters with students generally enrolling in six credits each semester and enrolling in ten to thirteen credits offered in the daytime during the summer sessions.

Application and Admission Requirements

In addition to meeting the admission requirements of the Graduate College, the student must apply for admission to and be accepted by the Counseling Program faculty. Enrollment is limited with a new cohort beginning the Program each fall. Check with the Counseling Department for deadlines governing receipt of the following:

1. A letter of interest describing the applicant's professional goals and reasons for requesting admission to the Counseling Program;
2. A current resume;
3. Three letters of recommendation attesting to the applicant's suitability for the counseling profession; and

Attendance at a pre-admission interview is required. When attendance is an extreme hardship for the applicant, special arrangements may be made (such as a conference telephone interview with faculty or alternate site interview).
Master of Arts in School Counseling

Degree Requirements

The Master of Arts in School Counseling degree consists of a minimum of sixty (60) semester hours of course work designed to prepare professionals to counsel with youth in school settings. Courses promote the acquisition of the knowledge and skill development in the eight core areas listed in 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 support core areas, specific course work in each of the eight components is listed below. Electives are designed to maximize flexibility while reflecting current training trends in school counseling.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Human Growth and Development</strong></td>
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<tr>
<td>CD 511 Lifespan Development and Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>CD 524 Interventions</td>
<td>2</td>
</tr>
<tr>
<td>CD 530 Managing Developmental School Programs</td>
<td>2</td>
</tr>
<tr>
<td><strong>Social and Cultural Foundations</strong></td>
<td></td>
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<tr>
<td>CD 508 Ethics and Legal Issues in Counseling</td>
<td>3</td>
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<tr>
<td>CD 509 Culturally Aware Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CD 522 Counseling for Special Needs</td>
<td>2</td>
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<tr>
<td><strong>Helping Relationships</strong></td>
<td></td>
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<tr>
<td>CD 502 Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>CD 505 Counseling Skills I</td>
<td>3</td>
</tr>
<tr>
<td>CD 506 Counseling Skills II</td>
<td>2</td>
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<tr>
<td><strong>Group Counseling</strong></td>
<td></td>
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<tr>
<td>CD 503 Group Experience Lab</td>
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<tr>
<td>CD 513 Group Counseling</td>
<td>3</td>
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<tr>
<td><strong>Lifestyle and Career Development</strong></td>
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<tr>
<td>CD 507 Career Development Counseling</td>
<td>3</td>
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<tr>
<td><strong>Appraisal</strong></td>
<td></td>
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<tr>
<td>CD 504 Measurement &amp; Evaluation in School Counseling</td>
<td>3</td>
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<tr>
<td><strong>Research and Evaluation</strong></td>
<td></td>
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<tr>
<td>CD 512 Statistics and Research Design</td>
<td>3</td>
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<tr>
<td><strong>Professional Orientation</strong></td>
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<tr>
<td>CD 501 Foundations in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CD 519 Elementary School Counseling</td>
<td>2</td>
</tr>
<tr>
<td>CD 520 Secondary School Counseling</td>
<td>2</td>
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<tr>
<td>CD 529 Middle School Counseling</td>
<td>2</td>
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<tr>
<td><strong>Practica</strong></td>
<td></td>
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<tr>
<td>CD 514 Counseling Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>CD 516 Counseling Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>CD 518 Counseling Practicum III</td>
<td>2</td>
</tr>
<tr>
<td><strong>Internships</strong></td>
<td></td>
</tr>
<tr>
<td>CD 526 Internship in Counseling I</td>
<td>4</td>
</tr>
<tr>
<td>CD 528 Internship in Counseling II</td>
<td>4</td>
</tr>
</tbody>
</table>

Students incorporate theory and knowledge into an increasingly advanced application of skills throughout the program—fine tuning an individualized counseling approach through audio and video taped interviews in Counseling Center labs, participation in counseling practica using one-way mirrors, and supervised experience in the Counseling Center’s community and student outreach clinic. The student’s culminating activity includes videotaped evidence of skill and theory integration supported by a comprehensive portfolio demonstrating professional growth and counseling knowledge with culturally appropriate awareness. Each student works closely with a Program Advisor and a Supervisory Committee in preparing the portfolio during the practica and advanced practica/internship activities. Students have considerable latitude in selecting internship sites to maximize their experience in line with specific career goals. During one semester of the Program each student counselor is expected to participate in personal individual or group counseling sessions with a counselor not involved in Program instruction.

**SUGGESTED PROGRAM SEQUENCE**

See the course descriptions for prerequisites.

**Fall: Year 1** ................................................................. 6 credits  
CD 501 Foundations in Counseling (3)  
CD 502 Counseling Theories (3)  
CD 503 Group Experience Lab (0)

**Spring: Year 1** ................................................................. 6 credits  
CD 504 Measurement and Evaluation in School Counseling (3)  
CD 505 Counseling Skills I (3)

**Summer: Year 1** ............................................................... 10 credits  
CD 506 Counseling Skills II (2)  
CD 509 Culturally Aware Counseling (3)  
CD 511 Lifespan Development and Family Systems (3)  
CD 530 Managing Developmental School Programs (2)

Total: Year 1 ............................................................... 22 credits

**Fall: Year 2** ................................................................. 5-8 credits  
CD 512 Statistics and Research Design (3)  
CD 514 Counseling Practicum I (2)  
Electives (2-3)

**Spring: Year 2** ................................................................. 2-5 credits  
CD 516 Counseling Practicum II (2)  
Electives (2-3)

**Summer: Year 2** ............................................................... 13 credits  
CD 507 Career Development Counseling (3)  
CD 508 Ethics and Legal Issues in Counseling (3)  
CD 513 Group Counseling (3)  
CD 518 Counseling Practicum III (2)  
CD 522 Counseling for Special Needs (2)

Total: Year 2 ............................................................... 20-26 credits
Fall: Year 3 ........................................... 4-7 credits
CD 520 Internship in Counseling I (4)
Electives (2-3)

Spring: Year 3 ........................................... 6 credits
CD 524 Interventions (2)
CD 528 Internship in Counseling II (4)

Total: Year 3 ........................................... 10-13 credits

Program Minimum for Graduation ............... 60 credits

Course Offerings

CD COUNSELING

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

CD 502 COUNSELING THEORIES (3-0-3) (F). Students examine historical and contemporary theories of counseling including an overview of counseling process and practice related to major approaches. As a culminating activity each student will develop an individualized perspective toward counseling. PREREQ: Admission to the Counseling Program.

CD 503 GROUP EXPERIENCE LAB (0-1-0) (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 (2-2-3) (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 (1-2-2) (SU). Students focus on advanced skills and concepts of effective counseling, and will articulate, practice, and demonstrate mastery of these skills and concepts. 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 Counseling Program or Masters in Counseling.

CD 508 ETHICS AND LEGAL ISSUES IN COUNSELING (3-0-3) (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: Admission to Counseling Program or Masters in Counseling.

CD 509 CULTURALLY AWARE COUNSELING (3-0-3) (SU). Students participate in an examination of the impact of cultural diversity among races, ethnic groups, genders, and social classes on personality, value systems and the counseling relationship with an understanding of societal changes and trends; human roles in societal subgroups; social mores and interactional patterns; and differing lifestyles with special attention to the influence of cultural and social change on family relationships, gender equity, and individual adjustment. Students examine their own attitudes, behaviors, perceptions, and biases and are encouraged to develop their own culturally aware approach to teaching, counseling, or administration. PREREQ: CD 506 or Masters in Counseling.

CD 510 ADDICTIONS COUNSELING (2-0-2) (S). This course provides an orientation to assessment, causes and intervention strategies relevant to addictive patterns of behavior. Habit disorders covered will include substance abuse, eating problems, and other compulsive patterns. Students will design a model of intervention relevant to their applied setting. PREREQ: CD 503 or Masters in Counseling.

CD 511 LIFESPAN DEVELOPMENT AND FAMILY SYSTEMS (2-2-3) (SU). Students examine theoretical constructs related to the developmental process and examine developmentally based behavior patterns across the age spectrum with emphasis on family structure, climate, and interactions. Opportunities are presented for student participation in parenting skills classes and family systems work. PREREQ: CD 505.

CD 512 STATISTICS AND RESEARCH DESIGN (2-2-3) (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 (2-2-3) (SU). Students will focus on the concepts and skills necessary to understand and lead counseling groups in schools and other settings. PREREQ: Completion of CD 516 with grade of at least "B".

CD 514 COUNSELING PRACTICUM I (1-2-2) (F). Students participate in closely supervised counseling experiences through modeling, peer counseling, audio and/or video taping. PREREQ: Completion of CD 506 with grade of at least "B".

CD 516 COUNSELING PRACTICUM II (1-2-2) (S). Participation in supervised counseling experiences in a counseling practicum with increasing emphasis in student's area of specialization or interests. PREREQ: Completion of CD 514 with grade of at least "B".

CD 518 COUNSELING PRACTICUM III (1-2-2) (SU). Students participate in supervised counseling experiences in settings commensurate with their skills and interests. PREREQ: Completion of CD 516 with grade of at least "B".

CD 519 ELEMENTARY SCHOOL COUNSELING (2-0-2) (F). 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" while observing in an elementary school setting. Studies will include small group counseling, classroom presentation, and child counseling skills. PREREQ: CD 516 and CD 530 or Masters in Counseling.
Master of Arts in School Counseling

CD 520 SECONDARY SCHOOL COUNSELING (2-0-2)(S). Students explore the evolving roles and responsibilities of high school counselors including curriculum development, parent and teacher consultation, parent education, job/school partnerships, and developmental lifespan planning. Emphasis is on the organization and implementation of the “Idaho Comprehensive Guidance and Counseling Model” while observing in a secondary school setting. PREREQ: CD 516 and CD 530 or Masters in Counseling.

CD 521 OUTREACH AND PREVENTION (1-2-2)(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 design a psychoeducational program appropriate to their setting. PREREQ: CD 505 or Masters in Counseling.

CD 522 COUNSELING FOR SPECIAL NEEDS (2-0-2)(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 504 and CD 509 or Masters in Counseling.

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 and CD 509 or Masters in Counseling.

CD 524 INTERVENTIONS (2-0-2)(S). Students examine problem solving and action oriented strategies designed to promote change within a time-limited framework with course emphasis on effective and appropriate intervention strategies, emergency procedures, ethical and legal considerations, documentation, referral, and follow-up. PREREQ: CD 506 or Masters in Counseling.

CD 525 CONSULTATION (1-2-2)(S). 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 or Masters in Counseling.

CD 526 INTERNSHIP IN COUNSELING I (1-6-4)(F). Students apply their skills, training, and knowledge with increasing autonomy as primary supervision shifts toward an onsite counseling supervisor. Students are observed and evaluated as they engage in a wide range of counseling-related activities. Pass/fail credit. PREREQ: Completion of CD 518 with grade of at least "B".

CD 527 APPLIED RESEARCH (1-2-2)(F). 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: CD 512 or similar graduate statistics course.

CD 528 INTERNSHIP IN COUNSELING II (1-6-4)(S). In this culminating component of the internship sequence, the student assumes all the functions of a counselor in his or her selected setting while continuing under site based and university supervision, providing the full range of counseling services from crisis intervention/remediation to the promotion of personal development and environmental enhancement. Pass/fail credit. PREREQ: CD 526, Recommendations of Supervisory Committee and CD 526 Supervisor.

CD 529 MIDDLE SCHOOL COUNSELING (2-0-2)(F). Students explore the evolving roles and responsibilities of middle school/junior high school counselors including curriculum development, parent and teacher consultation, and parent education. The unique needs, stresses, and developmental concerns of this age group are included with emphasis on the organization and implementation of the “Idaho Comprehensive Guidance and Counseling Model” and observing in a middle and/or junior high school setting. PREREQ: CD 516 and CD 530 or Masters in Counseling.

CD 530 MANAGING DEVELOPMENTAL SCHOOL PROGRAMS (2-0-2)(SU). Students examine counseling program theory in educational settings to create, implement, manage, evaluate, and promote comprehensive counseling curricula for all students. This course provides the framework for CD 519, CD 520, and CD 529 and emphasizes the “Idaho Comprehensive Guidance and Counseling Model.” PREREQ: CD 505 or Masters in Counseling.

Master of Social Work

School of Social Work
Education Building, Room 716
Telephone 208 385-1568

Graduate Program Coordinator: Juanita Hepler
Director, School of Social Work: Mark Lusk
Full Graduate Faculty: Daniel Harkness, Juanita Hepler, Marie Hoff, Daniel Huff, Mark Lusk, Martha Wilson
Associate Graduate Faculty: J. E. Gonzalez, Douglas Yunker
Adjunct Graduate Faculty: Gretchen Cotrell, James Knapp

General Information

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.

Application and Admission Requirements

Applications for this program are processed the preceding March and May. Criteria for admission into the MSW program:

1. Completion of the BSU Graduate Admissions Application (deadlines February 14 or April 18) and The School of Social Work Application (deadlines March 3 or May 2) for admission as a graduate student.

2. Completion of the Graduate Record Examination (GRE) within five years preceding the application. The verbal and quantitative sections of the GRE test will be reviewed.

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
The Master of Social Work Program has one concentration: Direct practice with families and children. Students in the two-year program must complete a total of 61 credits including 18 credits in Field Practicum. Students in the Advanced Standing program complete 37 credits with 12 hours in the Field Practicum.

### Master of Social Work

**Two Year Program**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR ONE</strong></td>
<td></td>
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<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SW 502 History and Philosophy of Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SW 503 General Methods I: Small Systems (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>SW 504 Social Work Practice Skills</td>
<td>2</td>
</tr>
<tr>
<td>SW 512 Human Development Through the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>SW 514 Ethnicity, Gender and Class</td>
<td>1</td>
</tr>
<tr>
<td>SW 530 Research/Statistics I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>15</td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SW 505 Social Policy Analysis</td>
<td>3</td>
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<tr>
<td>SW 515 General Methods II:Larger Systems (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>SW 521 Social Dimensions of Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SW 570 Field Practicum</td>
<td>6</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>YEAR TWO</strong></td>
<td></td>
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<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SW 506 Family and Children, Policy and Legislation</td>
<td>3</td>
</tr>
<tr>
<td>SW 532 Research II: Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SW 550 Advanced Interventions-Comparative Theories</td>
<td>3</td>
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<tr>
<td>SW 575 Advanced Practicum</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SW 525 Advanced Clinical Practice with Families and Children</td>
<td>3</td>
</tr>
<tr>
<td>SW 526 Emotional Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SW 576 Advanced Practicum I</td>
<td>16</td>
</tr>
<tr>
<td><strong>2 Electives - 2 Credits Each</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>TOTAL TWO YEAR PROGRAM</strong></td>
<td><strong>61</strong></td>
</tr>
</tbody>
</table>

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### Master of Social Work

**Advanced Standing**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR ONE</strong></td>
<td></td>
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<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SW 502 History and Philosophy of Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SW 503 General Methods I: Small Systems (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>SW 504 Social Work Practice Skills</td>
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<tr>
<td>SW 512 Human Development Through the Life Cycle</td>
<td>3</td>
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<tr>
<td>SW 514 Ethnicity, Gender and Class</td>
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<td>SW 530 Research/Statistics I</td>
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<tr>
<td><strong>Spring Semester</strong></td>
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<tr>
<td>SW 505 Social Policy Analysis</td>
<td>3</td>
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<tr>
<td>SW 515 General Methods II:Larger Systems (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>SW 521 Social Dimensions of Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SW 570 Field Practicum</td>
<td>6</td>
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<tr>
<td><strong>YEAR TWO</strong></td>
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<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SW 506 Family and Children, Policy and Legislation</td>
<td>3</td>
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<tr>
<td>SW 532 Research II: Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SW 550 Advanced Interventions-Comparative Theories</td>
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<td>SW 575 Advanced Practicum</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td>15</td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
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<tr>
<td>SW 525 Advanced Clinical Practice with Families and Children</td>
<td>3</td>
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<td>SW 576 Advanced Practicum I</td>
<td>16</td>
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<tr>
<td><strong>2 Electives - 2 Credits Each</strong></td>
<td>4</td>
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<td><strong>Total Credits</strong></td>
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</tr>
<tr>
<td><strong>TOTAL ADVANCED STANDING</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

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4. 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.

Note: Applicants may not receive academic credit for work experience in the field.
Master of 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 at the public level.

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)(FSU). 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 into 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 the 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)(FSU). 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).** In this course, we examine 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 are the major focus of this course. PREREQ: SW 503 and SW 504.

**SW 570 FIELD WORK (0-20-6)(S).** This internship provides students with a supervised social work practice experience in a community social service agency. It includes experiential learning in foundation social work practice skills as well as opportunities to work with diverse populations. The internship requires 20 clock hours per week in the agency setting. Students are expected to abide by The Code of Ethics of the National Association of Social Workers in their practice with clients and agencies. Grade Policy: Students receive a Pass/Fail in the internship. PREREQ: SW 503.

**SW 575 ADVANCED SOCIAL WORK PRACTICUM I (0-20-6)(F).** This internship provides students with a supervised social work practice experience in a community social service agency. It includes experiential learning in advanced social work practice skills in a specialized setting. Experience with client groups will reflect racial, ethnic, cultural and gender diversity. The internship requires 20 clock hours per week in the agency setting. Students are expected to abide by The Code of Ethics of the National Association of Social Workers in their practice with clients and agencies. Grade Policy: Students receive a Pass/Fail in the internship. PREREQ: SW 503.

**SW 576 ADVANCED SOCIAL WORK PRACTICUM II (0-20-6)(S).** This internship provides students with a continued supervised social work practice experience in a community social service agency. It includes experiential learning in advanced social work practice skills in a specialized setting. Experience with client groups will reflect racial, ethnic, cultural and gender diversity. The internship requires 20 clock hours per week in the agency setting. Students are expected to abide by The Code of Ethics of the National Association of Social Workers in their practice with clients and agencies. Grade Policy: Students receive a Pass/Fail in the internship. PREREQ: SW 503.
Master of Arts in Technical Communication

Degree 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 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.

Master of Arts in Technical Communication
Alternative Program 1

Twenty-one 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, your advisor may permit you to substitute three additional elective credits for the internship.)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E 511 Theory and Practice of Technical Communication</td>
<td>3</td>
</tr>
<tr>
<td>E 512 Advanced Technical Communication</td>
<td>3</td>
</tr>
<tr>
<td>E 513 Technical Editing</td>
<td>3</td>
</tr>
<tr>
<td>E 514 Ethics of Technical Communication</td>
<td>3</td>
</tr>
<tr>
<td>E 515 Introduction to Document Production</td>
<td>3</td>
</tr>
<tr>
<td>E 516 Advanced Document Production</td>
<td>3</td>
</tr>
<tr>
<td>E 517 Oral Communication for Technical Communicators</td>
<td>3</td>
</tr>
<tr>
<td>E 590 Internship</td>
<td>3</td>
</tr>
<tr>
<td>General Graduate Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

See the course descriptions for prerequisites. 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

E ENGLISH

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, whistle-blowing, 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 COMMUNICATORS (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 515 or PERM/INST.

E 550 INTERNSHIP (0-10-3) (F/S). An actual work experience during at least one semester in which the student creates a substantial body of work in technical communication for a specific audience. This body of work should demonstrate at a professional level the application of the principles learned in previous course work.

ELECTIVE COURSES

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

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

E 518 WRITING FOR THE COMPUTER INDUSTRY (3-0-3) (F/S). A study of the characteristics of professional-quality computer documentation. In a workshop setting, students focus on applying techniques for creating readable and usable computer documentation (including analysis of organization, writing style, formatting, and graphic design) to a user manual. Attention is also given to strategies for working successfully as a technical communicator within computer industry environments. PREREQ: E 512 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 561 THEORIES OF RHETORIC AND COMPOSITION (3-0-3) (F/S). A study of the theoretical context of current writing and writing pedagogy. Influential theories of invention, arrangement, and style, from ancient and modern times, are examined and compared. Special attention is paid to the relationships of current rhetorical and cognitive theories to writing processes and written products. PREREQ: Admission to Graduate Program or PERM/CHAIR.

E 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

Advanced Certificate in Technical Communication

Department of English
Liberal Arts Building, Room 208
Telephone 208 385-3088 or 385-1246
Internet: http://www.idbsu.edu/techcomm/index.html

Director of Technical Communication: Mike Markel
Department Chair: Chaman Sahni
Full Graduate Faculty: Jon Dayley, Richard Leahy, Mike Markel, Mary Ellen Ryder, Karen Uehling, Hendrikje Zirinsky
Associate Graduate Faculty: Bruce Ballenger, John Battalio, Michael Hassett
Adjunct Graduate Faculty: Kevin Wilson

General Information

The Advanced Certificate in Technical Communication 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.
Advanced Certificate in Technical Communication

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

Application and Admission Requirements

There are no application and admission requirements. You must fulfill the prerequisites of each course you choose. After completing the five courses with a grade of at least C in each, see the Director of Technical Communication.

Certificate Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>E512 Advanced Technical Communication</td>
<td>3</td>
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<tr>
<td>E 513 Technical Editing</td>
<td>3</td>
</tr>
<tr>
<td>E 514 Ethics of Technical Communication</td>
<td>3</td>
</tr>
<tr>
<td>Two of the following:</td>
<td></td>
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<tr>
<td>AR 333 Computer Graphics for Artists</td>
<td>4</td>
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<tr>
<td>CM 307 Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>CM 361 Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>CM 478 Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>CM 481 Studies in Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>IS 310 Introduction to Management Systems</td>
<td>3</td>
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<tr>
<td>IP 537 Instructional Design</td>
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<td>LI 305 Introduction to Language Studies</td>
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<tr>
<td>MG 401 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MG 405 Management of Continuous Learning</td>
<td>3</td>
</tr>
<tr>
<td>MK 306 Promotion Management</td>
<td>3</td>
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<tr>
<td>SO 390 Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>SO 487 Organizational Theory and Bureaucratic Structure</td>
<td>3</td>
</tr>
<tr>
<td>TE 538 Instructional Courseware Design</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>15-16</td>
</tr>
</tbody>
</table>

Course Offerings

**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 307 INTERVIEWING (3-0-3) (F).** Communication behavior in two-person situations. Practical experience in various types of interviews as confronted in business, in education, and in the professions.

**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 478 PUBLIC RELATIONS (3-0-3) (S).** Analysis of public relations media and methods. Public relations as a management tool. Identifying and reaching the various publics. Practice in writing publicity releases.

**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) (F/S).** 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 dealing with uncertainty. PREREQ: Upper-division business standing and MG 301.

**MG 405 MANAGEMENT OF CONTINUOUS LEARNING (3-0-3) (F/S).** This course examines how managers can facilitate organizational, team, and individual learning. It reviews the organizational and managerial innovations needed to support quality management and customer satisfaction. It will draw upon a variety of disciplines, including: learning theory, Japanese management, socio-technical systems theory, and social psychology of group problem-solving. Special emphasis will be placed on skills in developing effective teams. 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 cause 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 101 or CM 111.
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

Department of Art
Liberal Arts Building, Room 252
Telephone 208 385-1230 or 385-4070

Department Chair: Gary Rosine
Full Graduate Faculty: Bill Benson, Jim Blankenship, Donald Douglass, Heather Hanlon, Howard Huff, John Killmaster, Alfred Kober, Teri Micco, George Roberts, Cheryl Shurtleff-Young, Brent Smith, John Taye, Ron Taylor, Mary Stieglitz, Richard Young

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. It is anticipated that the degree will be offered in the very near future.

Degree Requirements

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<thead>
<tr>
<th>Course Number and Title</th>
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<tr>
<td>Art History</td>
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<th>Studio Courses</th>
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<tr>
<td>A. Studio major</td>
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<tr>
<td>B. Studio electives</td>
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| Seminar and thesis     | 6       |
| General electives      | 9       |

| Total                  | 60      |

Sequence of the Program

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SECOND YEAR

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<td>3 3</td>
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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.


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

AR 580 SELECTED TOPICS - DRAWING
AR 581 SELECTED TOPICS - PAINTING
AR 582 SELECTED TOPICS - CRAFTS
AR 583 SELECTED TOPICS - SCULPTURE
AR 584 SELECTED TOPICS - PHOTOGRAPHY
AR 585 SELECTED TOPICS - CERAMICS
AR 586 SELECTED TOPICS - PRINTMAKING
AR 587 SELECTED TOPICS - DESIGNING
AR 588 SELECTED TOPICS - ILLUSTRATION
AR 589 SELECTED TOPICS - ART HISTORY

AR 590 PRACTICUM/INTERNSHIP
AR 591 PROJECT (6 credits).
AR 593 THESIS (V-V-6).
AR 596 DIRECTED RESEARCH
AR 597 SPECIAL TOPICS

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

AR 599 PRACTICUM/INTERNSHIP
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 application.

### 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 318 and C 321.

**C 440G SPECTROMETRIC IDENTIFICATION LECTURE (2-0-2) (S).** Identification of compounds using modern spectrometric techniques. **PREREQ:** C 318 and C 321.

**C 441G SPECTROMETRIC IDENTIFICATION LABORATORY (0-3-1) (S).** Laboratory course to accompany C 440G. **COREQ:** Concurrent enrollment in C 440G required.

**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 ultraviolet, infrared, nuclear magnetic, mass spectroscopy. 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

**C 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.

**C 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 510 SPECIAL PROBLEMS IN CORRECTIONAL TREATMENT (3-0-3) (F/S).** Analysis of contemporary problems in the correctional programs of American society.

**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 550 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.

EH ENVIRONMENTAL HEALTH

EH 450G ENVIRONMENTAL HEALTH LAW (2-0-2) (S). Various aspects of environmental and health protection law are discussed, including sources of regulatory authority, legal procedures, agency roles, and specific statutes. Graduate students will complete extra assignments. PREREQ: Upper division standing and environmental health major or PERM/INST. Even-numbered years.

H HEALTH SCIENCE

H 304G PUBLIC HEALTH ADMINISTRATION (3-0-3) (F/S). Functions of local, state, and federal health agencies, and factors which have an impact on agency programs. Those students registered for graduate credit will complete extra work. PREREQ: Upper division status and College of Health Science major or PERM/INST.

H 449G COUNSELING TECHNIQUES FOR HEALTH PROFESSIONALS (3-0-3) (F). Topics to include interviewing and questioning techniques, client observation and influencing skills, and ethics. Special emphasis is given to confrontation techniques which can help break through the denial system of patients and help determine sound treatment plans. PREREQ: Upper division or graduate status.

H 480G EPIDEMIOLOGY (3-0-3) (F/S). Study of the distribution of disease or physiological conditions of humans, and of factors which influence this distribution. Those students registered for graduate credit will complete extra work. PREREQ: Upper division status and College of Health Science major of PERM/INST. and statistics or MR 205.

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 545 FOUNDATIONS OF CHEMICAL DEPENDENCY (3-0-3) (F/S). An overview of the psychological, pharmacological, physiological and educational aspects of chemical dependency.

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

**Boise State University Graduate Faculty**

**Full-Time Graduate Faculty as of April 1996**

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

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>University/Field Details</th>
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<tr>
<td>Aim, Leslie</td>
<td>Assistant Professor, Political Science</td>
<td>Ph.D., Colorado State University</td>
</tr>
<tr>
<td>Altieri, Jennifer</td>
<td>Assistant Professor, Elementary Education and Specialized Studies</td>
<td>Ph.D., Texas A &amp; M 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>Associate Professor, English</td>
<td>M.F.A., University of Montana</td>
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<td>Andersen, Holly L.</td>
<td>Associate Professor, Foundations, Technology and Secondary Education</td>
<td>Ph.D., Utah State University</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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<tr>
<td>Anosian, Linda James</td>
<td>Professor, Psychology</td>
<td>Ph.D., University of California, Riverside</td>
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<td>Anson, Robert</td>
<td>Associate Professor, Computer Information Systems and Production Management</td>
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<td>Armstrong, James</td>
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<td>Atlakson, Philip</td>
<td>Associate Professor, Theatre Arts</td>
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<td>Ayers, Kathleen L.</td>
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<td>Bechard, Marc Joseph</td>
<td>Graduate Program Coordinator, Raptor Biology</td>
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<td>Bufflebarger, James</td>
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<td>Button, Sherman G</td>
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<td>Colby, Conrad</td>
<td>Chair, Professor, Respiratory Therapy</td>
<td>Ph.D., University of Montana</td>
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<tr>
<td>Cox, David</td>
<td>Assistant Professor, Instructional &amp; Performance Technology</td>
<td>Ph.D., University of Minnesota</td>
</tr>
<tr>
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<td>Cox, Marvin</td>
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<td>Cox, T Virginia</td>
<td>Associate Professor, Anthropology; Ph.D., University of Georgia</td>
<td>(1967)</td>
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<tr>
<td>Crank, John</td>
<td>Associate Professor, Criminal Justice Administration; Ph.D., University of Colorado, Boulder</td>
<td>(1994)</td>
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<td>Davis, Charles</td>
<td>Professor, English; Ph.D., University of North Carolina, Chapel Hill</td>
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<td>Dayley, Jon Philip</td>
<td>Professor, English; Ph.D., University of California, Berkeley</td>
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<td>Dodson, Jerry</td>
<td>Professor, Psychology; Ph.D., Purdue University</td>
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<td>Donaldson, Paul R</td>
<td>Chair; Professor, Geosciences; Ph.D., Colorado School of Mines</td>
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<td>Dorman, Patricia</td>
<td>Professor, Sociology; Ph.D., University of Utah</td>
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<td>Douglas, Dorothy P</td>
<td>Professor, Biology; Ph.D., University of California, Berkeley</td>
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<td>Douglas, Jr., J D</td>
<td>Professor, Art; M.FA, Cranbrook Academy of Art</td>
<td>(1972)</td>
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<tr>
<td>Downs, Richard R</td>
<td>Counseling Psychologist, Counseling; Associate Professor, Psychology; Ed.D., Ball State University</td>
<td>(1975)</td>
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<td>Drayer, Gerald F</td>
<td>Associate Professor, Economics; Ph.D., Ohio University</td>
<td>(1992)</td>
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<tr>
<td>Dubert, LeeAnn</td>
<td>Assistant Professor, Foundations, Technology and Secondary Education; Ph.D., University of Wisconsin, Madison</td>
<td>(1999)</td>
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<td>Dufty, Alfred M</td>
<td>Associate Professor, Zoology; Ph.D., State University of New York, Binghamton</td>
<td>(1988)</td>
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<td>Dykstra, Jr., Dewey</td>
<td>Professor, Physics; Ph.D., University of Texas, Austin</td>
<td>(1981)</td>
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<tr>
<td>Eastman, Phillip</td>
<td>Dean, College of Arts &amp; Sciences; Professor, Mathematics; Ph.D., University of Texas</td>
<td>(1977)</td>
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<tr>
<td>Edmundson, Eldon</td>
<td>Dean, College of Health Science; Professor, Public Health; Ph.D., Washington State University</td>
<td>(1976)</td>
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<td>Esley, Mark</td>
<td>Chair and Assistant Professor, Instructional &amp; Performance Technology; Ph.D., Brigham Young University</td>
<td>(1990)</td>
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<td>Elison, Patt R</td>
<td>Associate Professor, Health Studies; M.A., Boise State University</td>
<td>(1986)</td>
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<td>Elliott, Catherine</td>
<td>Associate Professor, Music; M.A., Boise State University</td>
<td>(1982)</td>
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<td>Ellis, Robert W</td>
<td>Professor, Chemistry; Ph.D., Oregon State University</td>
<td>(1971)</td>
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<td>Fahleson, Genger A</td>
<td>Associate Professor, Health, Physical Education and Recreation; Ph.D., University of Wyoming</td>
<td>(1974)</td>
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<td>Farnsworth, Judy</td>
<td>Associate Professor, Nursing; Ph.D., University of Utah</td>
<td>(1989)</td>
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<td>Feldman, Alex</td>
<td>Associate Professor, Mathematics; Ph.D., Univ. of Wisconsin Madison</td>
<td>(1988)</td>
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<td>Ferguson, David J</td>
<td>Associate Professor, Mathematics; Ph.D., University of Idaho</td>
<td>(1970)</td>
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<tr>
<td>Fletcher, Allan W</td>
<td>Professor, History; Ph.D., University of Washington</td>
<td>(1970)</td>
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<td>Fullerton, John C</td>
<td>Associate Professor, Computer Information Systems and Production Management; Ph.D., University of Oregon</td>
<td>(1991)</td>
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<td>Gaulding, C. W.</td>
<td>Professor, Marketing and Finance; Ph.D., University of Arizona</td>
<td>(1977)</td>
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<td>Freeman, John C</td>
<td>Associate Professor, Political Science; Ph.D., Colorado State University</td>
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<td>French, Judith</td>
<td>Professor, Elementary Education and Specialized Studies; Ph.D., Florida State University</td>
<td>(1976)</td>
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<tr>
<td>Fried, Robert L</td>
<td>Professor, Foundations, Technology and Secondary Education; Ph.D., University of Utah</td>
<td>(1972)</td>
</tr>
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<td>Frommiller, Michael P</td>
<td>Professor, Elementary Education and Specialized Studies; Ph.D., University of Utah</td>
<td>(1950)</td>
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<td>Fry, Phillip C</td>
<td>Professor, Computer Information Systems and Production Management; Ph.D., Louisiana State University</td>
<td>(1987)</td>
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<td>Galloway, V Lyman</td>
<td>Associate Professor, Computer Information Systems and Production Management; Ph.D., University of Oregon</td>
<td>(1977)</td>
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<td>Glen, Roy</td>
<td>Associate Professor, Management; Ph.D., Case Western Reserve University</td>
<td>(1982)</td>
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<td>Gonzales, J. E.</td>
<td>Assistant Professor, Social Work; Ph.D., University of Texas</td>
<td>(1995)</td>
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<td>Gough, Newell &quot;Sandy&quot;</td>
<td>Chair; Assistant Professor, Management; Ph.D., University of Utah</td>
<td>(1989)</td>
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<td>Grantham, Stephen B</td>
<td>Chair; Associate Professor, Mathematics; Ph.D., University of Colorado</td>
<td>(1982)</td>
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<td>Green, Gary L</td>
<td>Professor, Computer Information Systems and Production Management; Ph.D., University of Utah</td>
<td>(1988)</td>
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<td>Griffin, John</td>
<td>Associate Professor, Mathematics; Ph.D., Washington State University</td>
<td>(1983)</td>
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<td>Groebner, David F</td>
<td>Professor, Computer Information Systems and Production Management; Ph.D., University of Utah</td>
<td>(1973)</td>
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<td>Guilford, Charles</td>
<td>Associate Professor, English; Ph.D., Northwestern University</td>
<td>(1981)</td>
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<td>Hanlon, Heather</td>
<td>Professor, Art; Ed.D., University of Oregon</td>
<td>(1991)</td>
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<td>Harkness, Daniel</td>
<td>Assistant Professor, Social Work; Ph.D., University of Kansas</td>
<td>(1993)</td>
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<td>Harris, Chad</td>
<td>Assistant Professor, Health, Physical Education and Recreation; Ph.D., Oregon State University</td>
<td>(1995)</td>
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<td>Hassett, Michael J</td>
<td>Assistant Professor, English; Ph.D., Iowa State University</td>
<td>(1995)</td>
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<td>Hausrath, Alan R</td>
<td>Professor, Mathematics; Ph.D., Brown University</td>
<td>(1977)</td>
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<td>Hayes, Curtis</td>
<td>Chair; Professor, Elementary Education and Specialized Studies; Ph.D., University of Texas, Austin</td>
<td>(1994)</td>
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<td>Heap, Felix A</td>
<td>Professor, Art; Ph.D., University of Minnesota</td>
<td>(1978)</td>
</tr>
</tbody>
</table>
Hepler, Juanita ........................................... (1991)
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

Hoff, Marie ........................................... (1992)
Associate Professor, Social Work, Ph.D., University of Washington

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

Honts, Charles R ....................................... (1995)
Associate Professor, Psychology; Ph.D., University of Utah

Hourcade, Jack Joseph .................................. (1987)
Professor, Elementary Education and Specialized Studies; Ph.D.,
University of Missouri, Columbia

Hsu, Madeleine ......................................... (1971)
Professor, Music; Ph.D., New York 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

Hughes, Robert B ...................................... (1971)
Professor, Mathematics; Ph.D., University of California, Riverside

Jensen, John H .......................................... (1969)
Director of Center for Educational/Multicultural Opportunities;
Professor, Foundations, Technology and Secondary Education;
Ph.D., University of Oregon

Jirak, James ........................................... (1994)
Assistant Professor, Music; M.M. University of Wyoming

Jones, Daryl E ......................................... (1986)
Provost and Vice President for Academic Affairs; Professor,
English; Ph.D., Michigan State University

Jones, Errol D .......................................... (1982)
Chair; Professor, History; Ph.D., Texas Christian University

Juola, Robert C ........................................ (1970)
Professor, Mathematics; Ph.D., Michigan State University

Kelley, Lorrie Lynn ..................................... (1991)
Program Director; Assistant Professor, Radiologic Sciences; M.S.,
Boise State University

Kenny, G Otis .......................................... (1976)
Associate Professor, Mathematics; Ph.D., University of Kansas

Kerr, Charles R ........................................ (1969)
Professor, Mathematics; Ph.D., University of British Columbia

Killmaster, John ....................................... (1970)
Professor, Art; M.F.A., Cranbrook Academy of Art

Kimney, Richard ...................................... (1976)
Professor, Political Science; Ph.D., University of Notre Dame

Klausch, Richard ...................................... (1992)
Professor, Theatre Arts; Ph.D., Wayne State University

Kober, J Alfred ........................................ (1968)
Professor, Art; M.S., Fort Hays State University

Kozar, Bill ............................................. (1989)
Professor, Health, Physical Education and Recreation; Ph.D.,
University of Iowa

La Cava, Gerald ....................................... (1982)
Chair; Professor, Computer Information Systems and Production
Management; Ph.D., University of Kansas

Lambert, Carroll ...................................... (1976)
Professor, Elementary Education and Specialized Studies; Ed.D.,
Utah State University

Lamet, Daniel G ....................................... (1970)
Professor, Mathematics; Ph.D., University of Oregon

Landrum, R. Eric .................................... (1992)
Chair; Associate Professor, Psychology; Ph.D., Southern Illinois
University

LaRiviere, Sara ....................................... (1989)
Chair; Associate Professor, Health Studies; Ed.D., University of
LaVerne

Lathen, William ...................................... (1984)
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Leach, Richard ...................................... (1971)
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LeMaster, Clifford .................................. (1990)
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Levin, Daniel ......................................... (1996)
Assistant Professor, Political Science; Ph.D., University of
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Lichtenstein, Peter M ................................. (1975)
Professor, Economics; Ph.D., University of Colorado

Limaye, Mohan ...................................... (1992)
Professor, Marketing and Finance; Ph.D., University of Wisconsin

Lincoln, Douglas J .................................. (1980)
Professor, Marketing and Finance; Ph.D., Virginia Polytechnic
Institute and State University

Lindsey, Melinda ..................................... (1987)
Associate Professor, Elementary Education and Specialized
Studies; Ph.D., University of Oregon

Lojek, Helen .......................................... (1979)
Professor, English; Ph.D., University of Denver

Long, Elaine M ...................................... (1975)
Professor, Health Studies; Ph.D., University of Idaho

Long, James A ....................................... (1974)
Chair; Associate Professor, Biology; Ph.D., Iowa State University

Loucks, Christine .................................. (1988)
Associate Professor, Economics; Ph.D., Washington State
University

Loughrin-Sacco, Steven ......................... (1992)
Chair; Associate Professor, Modern Languages; Ph.D., Ohio State
University

Luce, Robert A ...................................... (1968)
Chair; Professor, Physics; Ph.D., Utah State University

Lundy, Phoebe J .................................... (1966)
Associate Professor, History; M.S., Drake University

Lusk, Mark ........................................ (1993)
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Lutze, Peter C ...................................... (1990)
Assistant Professor, Communication; Ph.D., University of
Wisconsin

Lyons, Lamont S .................................... (1977)
Professor, Foundations, Technology and Secondary Education;
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Maguire, James H .................................. (1970)
Professor, English; Ph.D., Indiana University

Maher, Matthew .................................... (1989)
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Illinois

Malloof, Giles ....................................... (1968)
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Markel, Michael .................................... (1990)
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Pennsylvania State University
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N

Nagasundaram, Murli ...........................................(1996)
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Napier, Nancy K ...........................................(1986)
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Naumann, Earl ...........................................(1987)
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Neely, Kent .............................................(1994)
Chair; Associate Professor, Theatre Arts; Ph.D., Wayne State University

Nelson, Anne M ...........................................(1967)
Counseling Psychologist, Counseling; Associate Professor, Counseling; Ph.D., University of Oregon

Nicholson, James A ...........................................(1986)
Chair, Counseling and Testing Center; Counseling Psychologist; Professor, Counseling; Ph.D., University of Missouri, Columbia

Nix, David E .............................................(1974)
Associate Professor, Accountancy; Ph.D., Oklahoma State University

Novak, Stephan ..............................................(1993)
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O

Odash, Charles M .............................................(1975)
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O’Grady, John (Sean) P .........................................(1994)
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Ollenburger, Jane C ........................................(1995)
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Ott, Russell ..............................................(1990)
Assistant Professor, Biology; Ph.D., Stanford University

P

Parker, Ben L .............................................(1977)
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Parkinson, Del R .............................................(1985)
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Parks, Donald J .............................................(1973)
Professor, Construction Management and Engineering Technologies; Ph.D., University of Minnesota

Parrett, William H ........................................(1996)
Professor, Foundations, Technology, and Secondary Education; Ph.D., Indiana University

Patrick, Steven ..............................................(1991)
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Patton, David ..............................................(1989)
Applied Research Director; Assistant Professor, Political Science; Ph.D., University of Utah

Pavesic, Max G ..............................................(1973)
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Payne, Anne ...................................................(1988)
Associate Dean, College of Health Science; Chair; Associate Professor, Nursing; Ed.D., University of Tulsa

Payne, Richard D ...........................................(1970)
Professor, Economics; Ph.D., University of Southern California

Pearson, Thel ..............................................(1981)
Associate Professor, Elementary Education and Specialized Studies; Ph.D., University of California, San Francisco
Boise State University Graduate Faculty

Pelton, John R .................................................................(1981)
   Professor, Geosciences; Ph.D., University of Utah
Pekus, John Edward ......................................................(1993)
   Assistant Professor, Marketing and Finance; Ph.D., University of Tennessee
Petrichoff, Linda M ...........................................................(1987)
   Professor, Health, Physical Education and Recreation; Ph.D.,
   University of Illinois
Pfeiffer, Ronald ..............................................................(1979)
   Professor, Health, Physical Education and Recreation; Ed.D.,
   Brigham Young University
Piazza, Jenny .................................................................(1993)
   Assistant Professor, Elementary Education and Specialized Studies;
   Ed.D., Oklahoma State University
Pirang, Gordon D .............................................................(1978)
   Professor, Accountancy; D.B.A., Arizona State University
Plew, Mark C .................................................................(1984)
   Chair; Professor, Anthropology; Ph.D., Indiana University;
   Bloomington
Pollard, Constance ..........................................................(1993)
   Assistant Professor, Foundations, Technology and Secondary Education;
   Ph.D., University of Nebraska, Lincoln
Pompian, Richard .............................................................(1996)
   Assistant Professor, Marketing & Finance; Ph.D. of University of Texas, Austin
Potter, Glenn R ...............................................................(1985)
   Associate Dean, College of Education; Professor, Health, Physical
   Education and Recreation; Ed.D., Brigham Young University
Purdy, Craig A .................................................................(1987)
   Assistant Professor, Music; M.M., New England Conservatory

R

Raha, Arun .................................................................(1990)
   Assistant Professor, Economics; Ph.D., Washington State University
Ray, Nina Marie .............................................................(1986)
   Associate Professor, Marketing and Finance; Ph.D., Texas Tech University
Raymond, Gregory A ......................................................(1974)
   Chair; Professor, Political Science; Ph.D., University of South Carolina
Reynolds, R Larry ............................................................(1979)
   Professor, Economics; Ph.D., Washington State University
Robbins, Bruce ...............................................................(1990)
   Assistant Professor, English; Ph.D., Indiana University
Roberts, George F ............................................................(1970)
   Professor, Art; M.F.A., University of Iowa
Rogien, Lawrence ............................................................(1993)
   Assistant Professor, Foundations, Technology and Secondary Education;
   M.Ed., Walla Walla College
Rohlfing, Mary E .............................................................(1992)
   Assistant Professor, Communication; Ph.D., University of Iowa
Rozmajz, Michon .............................................................(1986)
   Professor, Music; Ph.D., University of Michigan
Rudd, Robert A ...............................................................(1985)
   Associate Professor, Communication; Ph.D., University of Oregon
Russell, Dale D ...............................................................(1995)
   Assistant Professor, Chemistry; Ph.D., University of Arizona, Tucson
Ryczew, Robert C ........................................................... (1975)
   Professor, Biology; Ph.D., Utah State University
Ryder, Mary Ellen ..........................................................(1988)
   Assistant Professor, English; Ph.D., University of California, San Diego

S

Sadler, Norma J .............................................................(1973)
   Professor, Elementary Education and Specialized Studies; Ph.D.,
   University of Wisconsin, Madison
Sahni, Chaman L ............................................................(1973)
   Chair; Professor, English; Ph.D., Wayne State University
Sambal, Michael ............................................................(1976)
   Associate Professor, Music; D.M.A., North Texas State University
Sanderson, Irene (Rena) ..................................................(1994)
   Associate Professor, English; Ph.D., University of Colorado, Boulder
Sanderson, Richard K .....................................................(1971)
   Associate Professor, English; Ph.D., New York University
Schackel, Sandra K ...........................................................(1989)
   Associate Professor, History; Ph.D., University of New Mexico
Scheepers, Marion ..........................................................(1988)
   Associate Professor, Mathematics; Ph.D., University of Kansas
Schefter, Martin W ..........................................................(1964)
   Professor, Sociology; Ph.D., University of Utah
Schimpf, Martin E ........................................................... (1990)
   Assistant Professor, Chemistry; Ph.D., University of Utah
Schools, Diane ...............................................................(1989)
   Assistant Professor, Finance; Ph.D., University of Colorado, Boulder
Schroeder, Gerald H ........................................................(1978)
   Associate Professor, Music; D.M.A., University of Colorado
Seibert, Penney S ...........................................................(1990)
   Associate Professor, Psychology; Ph.D., University of New Mexico
Shalat, Todd A ...............................................................(1985)
   Professor, History; Ph.D., Carnegie-Mellon University
Shannon, Patrick .............................................................(1974)
   Professor, Computer Information Systems and Production Management;
   Ph.D., University of Oregon
Shook, Gary .................................................................(1995)
   Program Director; Associate Professor, Health Policy; Sc.D., Tulane
   University School of Public Health and Tropical Medicine
Shurtleff-Young Cheryl ..................................................(1978)
   Associate Professor, Art; M.A., University of Oregon
Siegle, Del .................................................................(1995)
   Associate Professor, Foundations, Technology and Secondary Education;
   Ph.D., University of Connecticut
Sims, Robert C ...............................................................(1970)
   Professor, History; Ph.D., University of Colorado
Singletary, Ted J .............................................................(1989)
   Associate Professor, Elementary Education and Specialized Studies;
   Ph.D., University of Illinois, Urbana-Champaign
Skoza, Charles L ............................................................(1982)
   Professor, Economics; Ph.D., Columbia University
Smith, Brent .................................................................(1980)
   Professor, Art; M.F.A., Utah State University
Smith, James F .............................................................. (1992)
   Assistant Professor, Biology; Ph.D., University of Wisconsin
Smith, Kirk .................................................................(1993)
   Assistant Professor, Marketing and Finance; Ph.D., University of Houston
Smith, Mary K Jarratt .....................................................(1987)
   Associate Professor, Mathematics; Ph.D., Montana State University
Smith, William S ............................................................(1973)
   Professor, Physics; Ph.D., University of Wisconsin, Madison
Snow, Mark E ...............................................................(1971)
   Acting Chair; Professor, Psychology; Ph.D., University of Utah
Snyder, Walter S ............................................................(1984)
   Professor, Geosciences; Ph.D., Stanford University
Spinosa, Claude ............................................................(1970)
   Professor, Geosciences; Ph.D., University of Iowa
Steiner, Stanley (1992) Assistant Professor, Elementary Education and Specialized Studies; Ph.D., University of Wyoming

Stewart, Roger (1995) Professor, Elementary Education and Specialized Studies; Ph.D., Purdue University

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

Stitzel, Thomas E (1975) Professor, Marketing and Finance; Ph.D., University of Oregon

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

Stokes, Lee W (1987) Director of Environmental Health; Professor, Health Studies; Ph.D., University of Minnesota, Minneapolis

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

T

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

Taylor, Ronald S (1975) Professor, Art; M.F.A., Utah State University

Thomason, George (1970) Associate Professor, Music; M.A., Boise State University

Thorngren, Connie M (1987) Associate Professor, Health, Physical Education and Recreation; M.Ed., Central Washington University

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

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

Turrisi, Robert (1995) Assistant Professor, Psychology; Ph.D., State University of New York, Albany

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

U

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

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

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

W

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

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

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

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

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

Wayne, Kathryn (1995) Assistant Professor, Foundations, Technology and Secondary Education; Ph.D., University of Oregon

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

White, Craig (1980) Professor, Geosciences; Ph.D., University of Oregon

White, Harry (1978) Associate Dean; Graduate Studies Director, College of Business and Economics; Assistant Professor, Finance; Ph.D., Texas A & M University

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

Wilkinson, Timothy J (1995) Assistant Professor, Political Science; M.P.A., University of Arkansas, Little Rock

Wilson, Martha K (1994) Assistant Professor, Social Work; Ph.D., University of Alabama

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


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

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

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

Woods, L. Shelton (1994) Assistant Professor, History; Ph.D., University of California, Los Angeles

Y

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

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

Young, Richard A (1994) Gallery Director; Assistant Professor, Art; M.F.A., Washington State University

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

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

Z

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

Zirinsky, Hendrieke (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 April 1996**

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Field</th>
<th>Year</th>
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<tbody>
<tr>
<td>Ables, Ernest</td>
<td>Ph.D.</td>
<td>Biology</td>
<td>1987</td>
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<td>Allaire, Bobbie M.</td>
<td>M.S.</td>
<td>Instructional Technology</td>
<td>1994</td>
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<tr>
<td>Anderson, Jay E.</td>
<td>Ph.D.</td>
<td>Biology</td>
<td>1986</td>
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<td>Anderson, Robert C.</td>
<td>Ph.D.</td>
<td>Biology</td>
<td>1986</td>
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<tr>
<td>Anson, Patricia Harvey</td>
<td>Ph.D.</td>
<td>Instructional Technology</td>
<td>1996</td>
</tr>
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<td>Baba, Vishwanath V.</td>
<td>Ph.D.</td>
<td>Vietnam MBA</td>
<td>1994</td>
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<tr>
<td>Barrash, Warren</td>
<td>Ph.D.</td>
<td>Geosciences</td>
<td>1995</td>
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<td>Bednarz James C.</td>
<td>Ph.D.</td>
<td>Biology</td>
<td>1990</td>
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<td>Beecham, John J.</td>
<td>Ph.D.</td>
<td>Biology</td>
<td>1986</td>
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<td>Belcher, Marcia J.</td>
<td>Ph.D.</td>
<td>Instructional Technology</td>
<td>1996</td>
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<tr>
<td>Blount, Charles W.</td>
<td>Ph.D.</td>
<td>Geosciences</td>
<td>1987</td>
</tr>
<tr>
<td>Bodie, Nancy L.</td>
<td>M.B.A.</td>
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<td>1996</td>
</tr>
<tr>
<td>Bowmer, Richard G.</td>
<td>Ph.D.</td>
<td>Biology</td>
<td>1986</td>
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<td>Brown, Brad, Ph.D.</td>
<td>Vietnam MBA</td>
<td></td>
<td>1995</td>
</tr>
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<td>Brown, Keith, Ph.D.</td>
<td>Instructional Technology</td>
<td>1995</td>
<td></td>
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<tr>
<td>Bunde, Daryl E.</td>
<td>Ph.D.</td>
<td>Biology</td>
<td>1986</td>
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<td>Burnham, William, Ph.D.</td>
<td>Biology</td>
<td></td>
<td>1987</td>
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<td>Burns, Diane M.A.</td>
<td>Elementary Education</td>
<td>1994</td>
<td></td>
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<td>Burns, Richard V.</td>
<td>B.A.</td>
<td>Public Affairs</td>
<td>1996</td>
</tr>
<tr>
<td>Cade, Tom, Ph.D.</td>
<td>Biology</td>
<td></td>
<td>1989</td>
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<tr>
<td>Cerny, Jeff D.B.A.</td>
<td>Instructional Technology</td>
<td>1995</td>
<td></td>
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<tr>
<td>Chadwick, Daniel G.</td>
<td>J.D.</td>
<td>Public Affairs</td>
<td>1996</td>
</tr>
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<td>Corbin, Robert, M.A.</td>
<td>Sociology</td>
<td></td>
<td>1990</td>
</tr>
<tr>
<td>Corelli, Gretchen, Ph.D.</td>
<td>Social Work</td>
<td></td>
<td>1991</td>
</tr>
<tr>
<td>Dillion, Terri, B.A.</td>
<td>Theatre Arts</td>
<td></td>
<td>1995</td>
</tr>
<tr>
<td>Dougherty, Martin E.</td>
<td>Ph.D.</td>
<td>Geosciences</td>
<td>1992</td>
</tr>
<tr>
<td>Eastmond, Daniel V.</td>
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<td>Instructional Technology</td>
<td>1996</td>
</tr>
<tr>
<td>Eisele, Theodore A.</td>
<td>B.S.</td>
<td>Instructional Technology</td>
<td>1995</td>
</tr>
<tr>
<td>Fall, John Stephen, B.A.</td>
<td>Vietnam MBA</td>
<td></td>
<td>1994</td>
</tr>
<tr>
<td>Farrell, Larry Don, Ph.D.</td>
<td>Biology</td>
<td></td>
<td>1986</td>
</tr>
<tr>
<td>Fenner, Jo Ann O'Brien, M.S.</td>
<td>Instructional Technology</td>
<td>1994</td>
<td></td>
</tr>
<tr>
<td>Fuller, Mark R.</td>
<td>Ph.D.</td>
<td>Biology</td>
<td>1992</td>
</tr>
<tr>
<td>Gillerman, Virginia, Ph.D.</td>
<td>Geosciences</td>
<td></td>
<td>1994</td>
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<td>Griffith, John S.</td>
<td>Ph.D.</td>
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<td>Minshull, G. Wayne, Ph.D.</td>
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<td>Moore, Heber G., Ph.D.</td>
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<td>Most, Marshall A., M.A.</td>
<td>Communication</td>
<td></td>
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<tr>
<td>Moye, Falma J., Ph.D.</td>
<td>Geosciences</td>
<td></td>
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</table>
Boise State University Adjunct Graduate Faculty

N
Noonan, Elizabeth (Bonnie), M.S., Elementary Education .......... (1994)

O
Oberbeck, Verne, Ph.D., Geosciences ........................................ (1994)
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Osiensky, James, Ph.D., Geosciences ................................... (1990)
Ourada, Patricia K., Ph.D., History ......................................... (1973)
Owen, Wayne, Ph.D., Biology ........................................... (1994)

P
Phelps, Ruth, Ph.D., Secondary Education .................................... (1994)
Pullen, Rebecca, Ph.D., Biology ........................................... (1994)

R
Reese, Ginny, M.A., Instructional Technology ......................... (1996)
Reese, Kerry Paul, Ph.D., Biology .......................................... (1987)
Rodgers, David W., Ph.D., Geosciences ................................ (1987)
Rosentreter, Roger, Ph.D., Biology ........................................ (1987)
Rotenberry, John, Ph.D., Biology ......................................... (1991)

S
Salabanks, Rex, Ph.D., Biology ............................................ (1994)
Sankull, Bengt A., Ph.D., Vietnam MBA ................................. (1994)
Sawyer, Phyllis, M.A., Health Studies ................................... (1993)
Scalarone, Gene Martin, Ph.D., Biology ................................ (1986)
Scott, J. Michael, Ph.D., Biology .......................................... (1987)
Schwarz, David L., Ph.D., Geosciences ................................ (1995)
Seeley, Rodney R., Ph.D., Biology ....................................... (1986)
Seyfried, Mark, Ph.D., Geosciences ...................................... (1993)
Shaw, Stephen, Ph.D., Political Science ................................ (1990)
Small, Milton, M.A., History ............................................ (1990)
Smith, E.J., M.S., Geosciences ........................................... (1995)
Spall, Richard D., Ph.D., Biology ........................................ (1986)
Stauber, Erik H., Ph.D., Biology ........................................ (1987)
Steenhof, Karen, M.S., Biology ........................................ (1987)
Stephens, Trent D., Ph.D., Biology ....................................... (1986)
Strodt, Hilary, Ph.D., Nursing ........................................... (1989)
Streibel, Donald P., Ph.D., Biology ....................................... (1986)
Squires, Edward, M.S., Geosciences ................................... (1995)

T
Thomas, Dwight Robert, Ph.D., Vietnam MBA ..................... (1994)
Tullis, James E., Ph.D., Biology .......................................... (1986)
Tydeman, William, Ph.D., History ..................................... (1994)

U
Urfer, Alexander G., Ph.D., Biology ....................................... (1986)

V

W
Watson, Richard T., Ph.D., Biology ....................................... (1990)
Weathers, Lynne Koch, M.A., Elementary Education .............. (1992)
White, Clayton, M. Ph.D., Biology ..................................... (1987)
Williams, Rick, Ph.D., Biology .......................................... (1989)
Wilson, Kevin, M.A., English ........................................... (1995)
Winborne, Charles B., Ph.D., Instructional Technology ......... (1996)
Winiecki, Donald J., M.S., Instructional Technology ............ (1996)
Winston, Vern, Ph.D., Biology ........................................... (1986)
Worthen, Blaine R., Ph.D., Instructional Technology ........... (1995)

Z
Zollweg, James E., M.S., Geosciences ................................... (1995)
Index

A

Academic Honesty 15
Academic Performance 21
Academic Policies 21
Accountancy, Taxation, Master of Science 47-48
Accreditation of Programs 9
Addictions Counselor Training Program 45
Adding and Dropping Classes 26
Address, Change of 17
Adjunct Graduate Faculty 124
Administrative Information 6
Administrative Withdrawal 27
Administration, BSU 6
Admission to a Graduate Program 23
Admission Policies 18
  Degree-Seeking Student 18
  Non-Degree-Seeking Student 19
  International Student 19
Admission Requirements 18, 19, 23
Admission to Candidacy 24
Advanced Certificate in Technical Communication 113
Albertsons Library 11
Apartments, University 40, 41
Appeal, Right of 17
Application Deadlines 18
Application Fee 18, 19, 20, 31
Application for Admission 18-21
Application for Graduate Degree 25
Art, Master of Arts in Education, 66
Arts, Visual Arts, Master of Fine 115
Assistantships 34, 55, 58, 82, 85
Athletics and Recreation 12
Attendance in Class 27
Audit Courses 26

B

Bilingual Education 59
Board and Room Charges 40
Boise, Introduction to 9
Boise State University Calendar 4
Bookstore 6, 11
BSU Administration 6
Business Administration, Master of 49-52
Calendar, BSU Academic 4
Campus Setting 10, 11
Candidacy, Admission to 24
Career Center 6, 42
Cashier/Business Office 6
CEU’s and Certificate Programs 45
Challenge Courses 22
Change of Name or Address 17
Chemistry Graduate Courses 116
Child Care 42
Committee, Graduate Student Supervisory 23
Communication, Master of Arts in 53-54
Complete Withdrawal 27
Computer Resources 12
Computer Science Graduate Courses 116
Confidentiality and Privacy 16
Continuing Education 6, 43-44
Coordinators, Graduate Program 13
Credits, Number of Determine Enrollment Status 16
Credits Required for Financial Aid Eligibility 35, 36
Credits Required for Graduate Degree 23
Criminal Justice Administration Graduate Courses 116
Curriculum and Instruction, Doctor of Education 54-57
Curriculum and Instruction, Master of Arts in Education 59

d

D

Defense of Project, Thesis, or Dissertation 24
Deferred Payments 30
Degrees Offered 13
Degree Programs 13
Directed Research 8
  Credit Limit 22
Disabilities, Services for Students with 43
Dispute Resolution Certificate Program 45
Dissertation Requirements 24
Distance Education Degree Program 44, 91
Doctor of Education in Curriculum and Instruction 54-57
Dropping and Adding Classes 26

E

Early Childhood, Master of Arts in Education 57
Earth Science, Master of Science in Education 57
Education in Curriculum and Instruction, Doctor of 52-55
Education, Master of Arts or Science 57-72
  Bilingual/ESL Option 59
  Curriculum and Instruction 59
  Early Childhood 60
  Reading 60
  Special Education 61
  Educational Technology 61
  Art 66
  Earth Science 69
  Mathematics 70
  Secondary Certification Option 59
Educational Technology, Master of Science in Education 61
Engineering 72
English, Master of Arts 73-76
Enrollment Status, Number of Credits Determine 16
Enrollment, Student Numbers 9, 10
  BSU 10
  Graduate 9
Environmental Health Graduate Courses 117
Evening Programs 44
Examination, Requirements for Final 24
Exercise and Sport Studies, Master of Science 76-78
Experiential Learning 22
Extension Courses 22

Corporate Relations Program 45
Correspondence Courses 22
Counseling, Master of Arts in School 105-108
Counseling and Testing Center 6, 42
Course Numbering System 7
Course Numbers, University-Wide 8
Course Repeat Policy 21
Credit Limits 22
  Directed Research 22
  Internship 22
  Pass/Fail 22
  Practicum 22
  Transfer 22
  Undergraduate "G" Courses for Graduate Credit 22
  Workshops 22
Credits, Number of Determine Enrollment Status 16
### Index

**F**
- Faculty, Graduate 10, 118
- Faculty-Initiated Withdrawal 27
- Federal Loans 35
- Fee Refund Policy 31
- Fees 30, 31
- Fellowships 34
- Fifth Year, Planned 62
- Final Examination Requirement 24
- Financial Aid 6, 34-37
  - Appeal of Ineligibility for 36
  - Credits Required for Eligibility 35, 36
  - Deadlines for Applying 34
  - Disbursement of Funds 36
  - Pay Back after Withdrawal 36
  - Reasonable Academic Progress 36
- Fine Arts, Visual Arts, Master of 115
- Foreign Language Requirement 24
- Foreign Student Admissions 20
- Foreign Student Assistance 20, 43

**G**
- "G" Undergraduate Courses for Graduate Credit 21
  - for Undergraduate Credit 21
  - Number Allowed Toward Degree 7
- General Information 6
- General Policies 15
- Geology, Master of Science 79-81
- Geophysics, Master of Science 81-84
- GMAT 43, 46, 47
- Grade Point Average Computation 28
- Grading System 28
- Graduate Admissions 6, 13, 18, 23
- Graduate Assistantships 34
- Graduate College and Research 6, 13
- Graduate Courses as a Senior for Graduate Credit 21
  - For Undergraduate Credit 21
  - Number of G Credits Allowed Toward Degree 7
- Graduate Dean 6, 13
- Graduate Degree Program General Requirements 23-25
- Graduate Degree Programs 13
- Graduate Degrees Offered 13
- Graduate Faculty 10, 118-125
- Graduate Preparation Courses 45
- Graduate Program Coordinators 13
- Graduate Student Supervisory Committee 23
- Grievance, Right of Appeal 17
- GRE 18, 19, 43, 45, 71, 78, 80, 87, 93, 99, 101, 106

**H**
- Health Service, Student 42
- Health Insurance, Student 32
- Health Policy, Master of 84-87
- Health Science Graduate Courses, Additional 117
- History of BSU 9
- History, Master of Arts 87-91
- Housing 39-41
  - Cashier 6, 39
  - Married Students 39-41
  - Off-Campus 41
- How to Use This Catalog 7

**I**
- Idaho Residency Requirements for Fee Purposes 32-33
- Incompletes 28
- Information Resources 6
- In-Residence Requirements for Credit Purposes 24
- In-Service Program for Teachers 44
- Instructional & Performance Technology, M.S. 91-94
- Insurance 32
- Interdisciplinary Studies, Master of Arts or Science 95-96
- International Programs 45
- International Student Admissions 20-43
- Internship 8
- Knowledge Network 44

**K**
- Late Registration 26
- Law School Admissions Test 43
- Library Resources 11
- Loans 35, 36
- LSAT 43

**M**
- Mailing Address, University 6
- Married Student Housing 39-41
- Master of Arts in Communication 53-54
- Master of Arts in Education 57-72
- Master of Arts in English 73-76
- Master of Arts in History 87-91
- Master of Arts in School Counseling 105-108
- Master of Arts or Science in Interdisciplinary Studies 95-96
- Master of Arts in Technical Communication 111-113
  - Advanced Certificate 113-115
- Master of Business Administration 49-52
- Master of Fine Arts, Visual Arts 115
- Master of Health Policy 84-87
- Master of Music 96-100
- Master of Physical Education, Athletic Administration 78-79
- Master of Public Administration 100-103
- Master of Science in Accountancy, Taxation 47-48
- Master of Science in Education 57-72
- Master of Science in Exercise and Sport Studies 76-78
- Master of Science in Geology 79-81
- Master of Science in Geophysics 81-84
- Master of Science in Instructional & Performance Technology 91-94
- Master of Science in Raptor Biology 103-105
- Master of Social Work 108-111
- MAT 43, 90
- Mathematics, Master of Science in Education 70
- Miller Analogy Test 43, 92
- Minority Student Assistance 43
- Mission Statement, University 9
- Music, Education, Master of 97
- Music, Performance/Pedagogy, Master of 98

**N**
- Name, Change of 17
- New Student Information Center 6
Index

O

Open Registration 26
Oral Defense for Project, Thesis, or Dissertation 24

P

Part-Time Enrollment Credit Requirement 16, 31, 36
Pass/Fail Course Credit Limit 22
Permanent Records 16
Physical Science Graduate Courses 117
Physical Education 76
Plagiarism 15
Planned Fifth Year 62
Policies
  General 15
  Graduate Admission 18
Policy Statement Concerning Catalog Contents 2
Practicum 8, 22
Prerequisites 7
Privacy 16
Program Coordinators, Graduate 13
Program Development Form 23
Priority Registration 26
Project Requirements 24
Public Administration, Master of 100-103

R

Raptor Biology, Master of Science 103-105
Reading, Master of Arts in Education 60
Recreation and Athletics 12
Refund Policy 31
Registrar 6
Registration Policies, Procedures, and Grades 26
Repeat Course Policy 21
Research Assistantships 34
Residence Halls 39
Residency Requirements 24, 32-33
Rights and Responsibilities 15

S

Scholarships 35
Second Master's Degree, Education 62
Selected Topics 8
Senior Citizen Fee Rate 31
Senior Permit to Take Graduate Courses 21
Short-Term Loans 36
Special Topics 8
Social Work, Master of 108-111
Sociology Graduate Courses 117
Special Education, Master of Arts in Education 61
Sports 12
State Board of Education Members 6
Student Employment 35

Student Enrollment 10
Student Handbook 15
Student Health Services 6, 42
Student Housing 6, 39-41
Student Insurance 32
Student Records 16
Student Residential Life 6, 39-41
Student Rights 15
Student Services 6, 42-43
Studies Abroad Programs 45
Summer Programs 6, 44

Table of Contents 3
Teacher Certification 62
Teacher Education 57-72
Teacher In-Service Program 44
Technical Communication, Master of Arts 111-113
  Advanced Certificate 113-115
Television Courses 44
Test of English as a Foreign Language Exam 19, 21
Testing Center 42
Thesis Requirements 24
Time Limit for Completion of Degree 23
TOEFL 19, 21
Transcript Records 16
Transcripts, Submission of 18, 19, 20
Transfer Credits 21, 23
Tuition 30, 31
Tuition and Fees Deferred Payment 30

University Children's Center 42
University Mailing Address 6
University-Wide Course Numbers 8

Veterans' Services 43

Waiver, Fee 34, 35
Weekend University Courses 44
Withdrawal
  Administrative 27
  Complete 27
  Faculty-Initiated 27
  Financial Aid Pay Back 36
Women's Center 43
Work Study Program 35
Workshop Credits 8
Writing Center 42
Written Exam for Graduate Degree 24