Graduate Programs

Master of Science in Accountancy

College of Business and Economics
Business Building, Room 117G
Telephone: 208 385-1126
FAX: 208 385-4989
http://biz.idbsu.edu
e-mail: abuanchu@cobfac.idbsu.edu

Program Administrator: J. Renee Anchustegui
Interim Dean and Graduate Studies Director: Harry White
Full Graduate Faculty: Denise M. English, Thomas J. English, David R. Koeppen, William C. Lathen, John J. Medlin, C. Mike Merz, David Nix, E. Shawn Novak, Gordon Pirrong, Robert Zeke Sarikas
Adjunct Graduate Faculty: Frank Ilett Jr.

General Information

The Master of Science in Accountancy at Boise State University is designed to prepare candidates for a career within the broader framework of business decision making.

The primary role of the program is to prepare students for careers in public accounting as certified public accountants (CPAs). The program focuses on the audit and attest functions of public accounting. The complexity of today's business environment requires public accountants to have expertise in accounting principles and procedures, and to understand the financial, managerial, legal, and tax ramifications of business transactions. CPAs must also be able to clearly communicate with clients and affected third parties, and with employees. Because of their financial expertise, CPAs frequently serve as advisors for a broad range of business decisions. Students will develop their technical expertise and business knowledge needed to provide these services. Graduates of the program are expected to become partners and owners of their own public accounting firms.

Students may pursue more detailed study of taxation through the Master of Science in Accountancy, Taxation emphasis.

Taxation Emphasis

In a world of complex tax laws, tax professionals must have a perspective extending beyond the details of the Internal Revenue Code. They must have expertise in 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 careers, they will receive added responsibilities, including managing employees and being advisors for a broad range of business decisions.

Graduates will develop technical competence and the business knowledge required to meet these additional demands. Thus, graduates may use their tax and business expertise to progress into positions such as controller, director of taxation, chief financial officer of a corporation, or as a partner in or owner of their own firms.

Other

Students may apply for Graduate Assistantships covering tuition and fees plus a stipend. Application must be received in the Business Graduate Studies office by March 1 of each year. Typical assignments include research assistantships, teaching assistantships, or specific project assignments.

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 that apply to graduation requirements.

Application and Admission Requirements

The application for admission, transcripts, and fees should be sent to the Graduate Admissions Office, Room 141, Math/Geosciences Building, Boise State University, 1910 University Drive, Boise, ID 83725. All other admission materials required for the MSA should be sent to the Business Graduate Studies office, Room B117G.

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

1. Applicants to the MSA program must have graduated from an accredited college or university with a Bachelor's degree. In general, applicants to the MSA must complete the equivalent of BSU's Bachelor's degree in accountancy. Applicants to the MSA, Taxation emphasis need not have a degree in accountancy, but must have completed the equivalent of AC302, Survey of Federal Income Taxation. Copies of official transcripts are also required upon initial application.

Undergraduate students intending to enter the MSA program immediately upon completion of their Bachelor's degree programs should plan to take the Graduate Management Admission Test (GMAT) and apply to the program during the first semester of their senior year.

2. A score of 500 on the Graduate Management Admission Test (GMAT) and a cumulative GPA of 3.0 (C = 2.0) are generally considered minimal. For fall enrollment, students should arrange to take the GMAT by January. For spring enrollment, the GMAT should be taken no later than June. Undergraduate students should plan to take the GMAT by the middle of the first semester of their senior year. The GMAT may be waived for applicants who are currently CPAs, certified management accountants (CMAs), or certified
internal auditors (CIAs). Applicants should request a letter be sent directly to the Graduate Admissions Office from the appropriate state board or national organization verifying their certification status.

3. Students with English as a second language (ESL) must score a minimum of 550 on the TOEFL or its equivalent. ESL students must also take and pass an English proficiency exam at BSU before taking any graduate courses beyond their first semester.

4. Current professional resume which accurately reflects educational and professional work experience.

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

6. 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 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?

7. There is limited space available in the graduate program: Meeting the minimum admission standards does not guarantee acceptance into the program. Final acceptance leading to a Master’s degree is based upon the Graduate College’s evaluation and acceptance of the applicant.

Professionals who want to take graduate tax courses but have not committed to the entire degree program, need to provide the following information to the Business Graduate Studies office:

   A. A graduate application with the $20 matriculation fee;
   B. A current resume;
   C. Transcripts of prior degree and a short letter stating they are taking the course for Continuing Professional Education (CPE).

The professional may take a maximum of three courses before admission to the MSA program. Before taking a fourth course, the student must have completed the GMAT, letters of recommendation, and any other admission requirements.

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

### Degree Requirements

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<tr>
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<tr>
<td><strong>Course Number and Title</strong></td>
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<td>The MSA degree requires a minimum of 30 hours. Up to six hours of undergraduate “G” courses may be included in meeting that requirement.</td>
</tr>
</tbody>
</table>

#### Required Courses:
- AC 502 Advanced Tax Topics ................. 3
- AC 505 Perspectives in Auditing .......... 3
- AC 510 Advanced Financial Reporting .... 3
- AC 512 Financial Reporting Theory ........ 3
- AC 515 Contemporary Issues in Accounting 3

#### Elective Courses:
- AC 450G Information Systems Auditing .... 3
- AC 451G Managerial Accounting ........... 3
- AC 516 Financial Statement Analysis ..... 3
- AC 517 Environ Accounting and Taxation 3
- AC 518 International Financial Reporting 3
- AC 520 Research in Federal Taxation ... 3
- AC 525 Partnership Tax Law .............. 3
- AC 530 Corporate Tax Law I ............. 3
- AC 533 Corporate Tax Law II ............. 3
- AC 535 Estate & Gift Taxation .......... 3
- AC 545 Real Estate Tax Law ............... 3
- AC 555 Farm & Natural Resource Taxation 3
- AC 560 Income Taxation of Trusts & Estates 3
- AC 565 Deferred Compensation Taxation 3
- AC 570 State Taxation & Procedures ... 3
- AC 575 International Taxation .......... 3

#### Non-Accountancy Electives:
Elective chosen from non-accountancy graduate or undergraduate G courses.
Non-Accountancy Electives must be approved by the student’s graduate advisor. Foundation courses in the MBA program are not available for credit towards the MSA degree requirements, nor are courses that are essentially courses in accountancy (such as MB 532).

**Total** 30

### Master of Science in Accountancy, Taxation

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#### Required Courses:
- AC 520 Research in Federal Taxation ................. 3
- AC 525 Partnership Tax Law .............. 3
- AC 530 Corporate Tax Law I ............. 3
- AC 535 Estate & Gift Taxation ........ 3
- AC 579 Current Tax Topics & Policy Issues ........ 3

— continued —
AC 505 PERSPECTIVES IN AUDITING (3-0-3). In-depth study of auditing from both internal and external auditors’ perspectives. Topics include substantive testing, evidence, planning, reporting, documentation, and case studies. The course includes a major project in either internal or external auditing.

AC 510 ADVANCED FINANCIAL REPORTING (3-0-3). Topics include financial reporting for partnerships, estates and trusts, and insolvency. Comprehensive study of complex business combinations, consolidated financial statements, and foreign currency transactions. PREREQ: AC 306.

AC 512 FINANCIAL REPORTING THEORY (3-0-3). Study of measurement theory and its implications for asset valuation and income determination. Emphasizes development of analytical and written communication skills.

AC 515 CONTEMPORARY ISSUES IN ACCOUNTING (3-0-3). Comprehensive study of contemporary financial reporting and accounting issues. The course includes oral presentations and a professional paper.

AC 516 FINANCIAL STATEMENT ANALYSIS (3-0-3). The analysis of published financial reports from the perspectives of investors, creditors, competitors, and potential business partners. Emphasis is on the communication of information obtained from a rigorous and comprehensive analysis of the statements.

AC 517 ENVIRONMENTAL ACCOUNTING AND TAXATION (3-0-3). A theoretical and practical examination of the impact of environmental considerations in financial, managerial, and tax reporting. The interdisciplinary nature of environmental study, especially environmental science and environmental law, will be the starting point for developing information. The course emphasizes oral and written communication of accounting information for decision-making.

AC 518 INTERNATIONAL FINANCIAL REPORTING (3-0-3). Contemporary accounting practices of the major national economies. Includes directives of the European Community affecting financial reporting and pronouncements and activities of the International Accounting Standards Board.

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. The accumulated earnings tax, personal holding company tax, and S corporations are included.

AC 533 CORPORATE TAX LAW II (3-0-3). Advanced topics in corporate taxation including reorganizations, taxation of affiliated groups, and professional service corporations.

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.
Master of Science in Accountancy

AC 560 INCOME TAXATION OF TRUSTS AND ESTATES (3-0-3). Taxation of income of trusts and estates, with emphasis on 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 & POLICY ISSUES (3-0-3). A capstone course designed to provide an in-depth study and analysis of selected contemporary tax topics and policy issues. Requires preparation and presentation of research reports.

AC 590 PRACTICUM/INTERNSHIP (3-0-3).

Master of Arts or Science in Biology

Department of Biology
Science/Nursing Building, Room 223
Telephone 208 385-3262
FAX 208 385-4267
http://www.idbsu.edu/biology/biohome.htm
e-mail: adufy@bsu.idbsu.edu

Department Chair: James Munger
Graduate Program Coordinator: Alfred Dufty


Associate Graduate Faculty: Cheryl Jorcyk

General Information
The Department of Biology offers degree programs leading to either a Master of Arts (M.A.) or a Master of Science (M.S.) degree. Professional biologists, teachers in public and private schools, and others can use these programs to increase their knowledge base and to advance professionally.

Admission Requirements
All individuals admitted to REGULAR STATUS as graduate students in biology must have:

• an undergraduate GPA of at least 3.00 on a 4-point system;

• results that average in the 50th or higher percentile in the verbal, quantitative, and analytical portions of the GRE exam;

• an undergraduate degree in biology or a closely related field.

PROVISIONAL STATUS may be granted to those otherwise promising applicants who do not meet GPA or GRE requirements or who have undergraduate coursework deficiencies.

An applicant will be admitted only if a member of the BSU Biology faculty has agreed to serve as that applicant’s major advisor. Applicants are encouraged to correspond (e-mail is preferable) with appropriate faculty members.

Initial evaluation of applicants will be undertaken by the Graduate Coordinating Committee. This committee will, in cooperation with the student’s major professor and advisory committee, assess progress in thesis/project research, progress and performance in coursework, and performance as a teaching assistant (where applicable). Continuing enrollment in
Master of Arts or Science in Biology

the program requires a 3.0 GPA and satisfactory progress toward completing the degree.

Each student will form a thesis/project advisory committee, which will consist of at least three members: the student’s major professor and two other members. The committee will determine if academic deficiencies exist that must be remedied, help design thesis/project research, help choose appropriate graduate coursework, evaluate the thesis/project, and conduct the final defense.

Enrollment in the program is limited. Applications are due February 1 for fall admission and October 1 for spring admission. For additional information on the department, faculty, and potential projects, visit the departmental web site (www.idbsu.edu/biologybiohome.htm). To apply:
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.
4. Have Graduate Record Exam scores forwarded.
5. Send a cover letter discussing your professional goals, research interests, and reasons for wishing to study biology at Boise State University.
6. Your graduate application, matriculation fee, transcripts, GRE scores, letters of recommendation, and cover letter should be sent to the Graduate Admissions Office, Boise State University, 1910 University Drive, Boise, ID 83725.

Financial Aid

Teaching Assistantships that include a stipend, a tuition and fee waiver, and student health insurance will be available on a competitive basis. Additional support for master’s research projects is available from faculty members. 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.

Degree Requirements

The M.A. is an application-based degree. The M.A. candidate will complete a project that may be an application or synthesis of original research carried out by others. Examples of such projects include development of biology-based curricula, compilation and analysis of studies on a range of species, review and the synthesis of a body of ideas or data, and development of a resource management plan based on relevant studies.

The M.S. is a research-based degree. The M.S. candidate will complete a thesis based on original research carried out by the student. Ideally, the thesis should make a significant contribution to the body of scientific knowledge and be of sufficient quality to warrant publication in a peer-reviewed journal.

To assure breadth as well as depth of knowledge in the biological sciences, all students in both the M.A. program and the M.S. program will complete a core curriculum consisting of at least one course from each of the following areas: Ecology/Evolution, Systematics/Morphology, and Molecular Biology/Physiology. All M.S. students will be required and all M.A. students strongly encouraged to complete a graduate level statistics course.

Students will be expected to produce a written thesis/project proposal and give an oral presentation of that proposal during their first year. Completion of either program requires an average grade of B or better for all courses applied to the 30-33 credits required, an oral defense of the thesis/project results, and an exit seminar to present results to the public. All requirements for the degree and graduation must be completed with a period of seven years.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
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<tbody>
<tr>
<td>B 598 Graduate Seminar</td>
<td>2</td>
</tr>
<tr>
<td>B 591 Project</td>
<td>6</td>
</tr>
<tr>
<td>Core Courses:</td>
<td>9-12</td>
</tr>
<tr>
<td>Select at least one course from each of the areas listed below.</td>
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</tr>
<tr>
<td>Electives:</td>
<td>13-16</td>
</tr>
<tr>
<td>Courses not used to meet core requirements may be used as elective credit. Electives for the M.A. may include up to a combined total of 6 credits of directed research, practicum/internship credits, work study credits, and credits from courses outside the biological sciences. Workshop, directed research, and practicum/internship credits are limited to a maximum of 3 credits each.</td>
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</tbody>
</table>

| Total | 33 |

<table>
<thead>
<tr>
<th>Course Number and Title</th>
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</thead>
<tbody>
<tr>
<td>B 501 Biometry</td>
<td>4</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>Core Courses:</td>
<td>9-12</td>
</tr>
<tr>
<td>Select at least one course from each of the areas listed below.</td>
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</tr>
<tr>
<td>Electives:</td>
<td>6-9</td>
</tr>
<tr>
<td>Courses not used to meet core requirements may be used as elective credit. Electives for the M.S. may include a maximum of 6 credits of directed research.</td>
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</tr>
</tbody>
</table>

| Total | 30 |

M.S. students may not use pass/fail credits, workshop credits, or practicum/internship credits to fulfill graduation requirements.
## Master of Arts or Science in Biology

### Courses Offered as Core or Elective Credit

Select at least one core course from each of the following areas:

#### Ecology/Evolution
- B 323G General Ecology ............................................. 4
- B 401G Organic Evolution ............................................. 3
- B 502 Population and Community Ecology ...................... 3
- B 506 Raptor Ecology .................................................. 3
- B 527 Stream Ecology .................................................. 4
- B 529 Modern Methods in Ecology and Evolution ............ 3
- B 533 Behavioral Ecology ............................................. 3
- B 534 Animal Behavior ................................................ 4
- BT 524 Plant Community Ecology ................................. 3

#### Systematics/Morphology
- B 412G General Parasitology ..................................... 3
- B 517 Species and Speciation ...................................... 3
- BT 302G Plant Anatomy .............................................. 4
- BT 311G Plant Morphology .......................................... 4
- BT 330G Mycology ..................................................... 4
- Z 301G Comparative Vertebrate Anatomy ..................... 4
- Z 305G Entomology ................................................... 4
- Z 341G Ornithology ................................................... 3
- Z 351G Vertebrate Embryology ................................... 4
- Z 355G Vertebrate Natural History ............................... 4
- Z 400G Vertebrate Histology ....................................... 4
- Z 421G Mammalogy ................................................... 3

#### Molecular Biology/Physiology
- B 310G Pathogenic Bacteriology ................................ 4
- B 415G Applied and Environmental Microbiology ............ 4
- B 420G Immunology .................................................. 3
- B 445G Human Genetics ............................................ 3
- BT 401G Plant Physiology .......................................... 4
- Z 401G Human Physiology .......................................... 4
- Z 509 General and Comparative Physiology .................. 4
- Z 515 Avian Physiology ............................................. 3
- Z 535 Behavioral Endocrinology ................................ 3

#### Other Elective Courses and Workshops
- B 501 Biometry .......................................................... 4
- B 503 Advanced Biometry ........................................... 4
- B 528 Geographic Information Systems in Biology .......... 3
- B 591 Project ........................................................... 1-6
- B 593 Thesis Research .............................................. 1-6
- B 594 Environmental Education Workshops .................. 1-2
- B 598 Graduate Seminar ............................................ 1

### Course Offerings

Additional work will be required to receive graduate credit for undergraduate G courses.

**B BIOLOGY**

**B 310G PATHOGENIC BACTERIOLOGY (3-0-3)(S).** Medically important bacteria, rickettsia, and chlamydia are surveyed with emphasis on their pathogenicity, host-parasite relationships, and the clinical and diagnostic aspects of the diseases they produce in humans and animals. Offered odd-numbered years. PREREQ: B 205 or B 303 or PERM/INST.

**B 323G ECOLOGY (3-3-4)(F/S).** A study of how physical and biological factors determine the abundance and distribution of plants and animals. Concepts at the physiological, population, community, and ecosystems level will be discussed. Field and laboratory exercises will investigate questions concerning habitat, populations and communities. Weekend field trips may be taken. PREREQ: BT 130 and Z 130 or PERM/INST.

**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, speciation, and 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)(S).** Microbial populations and processes in soil and water. Water and food-borne pathogens. Microbiological and biochemical methods of environmental assessment. PREREQ: B 303, PERM/INST.

**B 420G IMMUNOLOGY (3-0-3)(S).** A survey of the principles of immunology, host defense systems, the immune response, immune disorders, serology and other related topics. Representative laboratory procedures will be demonstrated. PREREQ: B 303, 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 345 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; tests and chi-square tests. Linear and nonlinear regression theory and analysis of variance. Techniques in multivariate and nonparametric statistics. PREREQ: M 311 or equivalent, or PERM/INST.

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

**B 503 ADVANCED BIOMETRY (3-3-4)(S).** A survey of experimental design and selected multivariate techniques. The course is designed to assist students in selecting proper statistical techniques for gathering and analyzing biological data, and correctly interpreting the statistical analysis of their data. Prior experience with Statistical Analysis System (SAS) is helpful. Offered even-numbered years. PREREQ: B 501 or PERM/INST.

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

**B 517 SPECIES AND SPECIATION (3-0-3)(F).** Species definitions are fundamental for all investigations in the biological sciences. This course will investigate the numerous species concepts proposed over the last 100 years with an emphasis on primary literature. Concepts to be discussed will include biological, phylogenetic, genealogical, and evolutionary species concepts. The second part of the course will emphasize the processes involved in speciation, looking at both micro and macroevolutionary events. Offered odd-numbered years. PREREQ: B 401-401G (or equivalent) or PERM/INST.

**B 527 STREAM ECOLOGY (3-3-4)(F).** The biology and ecology of flowing waters is emphasized; their biota, management, and ecology at both the community and ecosystem level will be discussed. Offered odd-numbered years. PREREQ: B 323 or B 323G or PERM/INST.
B 528 GEOGRAPHIC INFORMATION SYSTEMS IN BIOLOGY (3-0-3)(S). Discussion of the use of Geographic Information Systems to apply spatial data to ecological problems. Analysis of the ways that spatial relations affect patterns, processes, and decision making at multiple scales. Specific topics covered include GAP analysis, habitat modeling, spatially-explicit population modeling, landscape ecology, home range analysis, interpretation of satellite imagery, and natural resource issues. PREREQ: Graduate standing or PERM/INST.

B 529 MODERN METHODS IN ECOLOGY AND BEHAVIOR (2-3-3)(S). Instruction in the theory, practice, and analysis of modern methods used in ecological and evolutionary studies will be provided. Methods to be covered include: cytology, isozyme electrophoresis, DNA restriction site analysis, DNA sequencing, and RAPD analysis. Offered odd-numbered years. PREREQ: PERM/INST.

B 533 BEHAVIORAL ECOLOGY (3-0-3)(F). This course focuses on the evolutionary significance of animal behavior in relation to the ecology of the organisms. Using theoretical background and recent empirical evidence, mating systems, foraging, parental care, selfishness and altruism, competition, territoriality, and other behavioral patterns will be assessed in relation to the survival and reproduction of animals. PREREQ: B 323 or B 323G or PERM/INST.

B 535 BEHAVIORAL ENDOCRINOLOGY (3-0-3)(S). This course focuses on the examination of the endocrine system and the hormonal mechanisms associated with social behavior and aggression, reproductive and parental behavior, biological rhythms, etc. Each student is expected to investigate and lead a discussion on an assigned topic. Offered even-numbered years. PREREQ: Animal Physiology or PERM/INST.

B 534 ANIMAL BEHAVIOR (3-3-4)(F). This course focuses on the concepts and processes of animal behavior, with particular emphasis on proximate perspectives. The history of the study of animal behavior, behavioral genetics, the nervous system and behavior, hormones and behavior, ontogeny of behavior, learning and motivation, and other aspects of behavior such as migration, orientation, and navigation will be presented. Offered odd-numbered years. PREREQ: B 323 or B 323G or PERM/INST.

B 535 BEHAVIORAL ENDOCRINOLOGY (3-0-3)(S). An examination of the endocrine system and the hormonal mechanisms associated with social behavior and aggression, reproductive and parental behavior, biological rhythms, etc. Each student is expected to investigate and lead a discussion on an assigned topic. Offered even-numbered years. PREREQ: Animal Physiology or PERM/INST.

SPECIAL TOPICS. Courses are offered in response to student interest and are in addition to formal courses listed above.
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 and the department head concerned, MBA students may earn up to a maximum of 3 credit hours of Directed Research and/or internship credits which apply to graduation requirements.

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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. Students with English as a second language (ESL) must score a minimum of 550 on the TOEFL or its equivalent. ESL students may also be asked to take and pass an English proficiency exam at BSU before taking any graduate courses beyond their first semester.
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 vitae 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:
   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 as they will be required to pass a math and computer competency exam prior to the end of their first semester of graduate course work.

Undergraduate students will no longer be allowed in MBA classes 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.

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,
Master of Business Administration

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 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 the 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 also 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.

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

Additional work will be required to receive graduate credit for 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 emphasizes the application of statistics to the construction, estimation and evaluation of econometric models. Other related topics will include: history and methodology of econometrics, forecasting, computer applications, and the use of econometrics in business and government. May be taken for graduate credit. PREREQ: M 106 or equivalent, PR 207, and EC 421.

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

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

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

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

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
- H540 Health Information Management
- MH 520 Medical Care Systems
- EC 440G Health Economics
- MH 550 Current Issues in Health Policy

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

Master of Arts in Communication

Department of Communication
Communication Building, Room 100
Telephone 208 385-3320
FAX 208 385-1069
http://www.idbsu.edu/comm/
e-mail: mcox@bsu.idbsu.edu

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 Rohlfing, Robert Rudd, Peter Wollheim

Associate Graduate Faculty: Mary McPherson, Rick Moore, Marty Most

Adjunct Graduate Faculty: Melanie Reese

General Information

The M.A. in Communication offers philosophically informed theory, research, and applied options for advanced study in communication. Each M.A. experience is tailored to the interests of students in the context of mentoring relationships with faculty. Graduate courses each semester assure variety, continuity, and theoretical-methodological grounding in the field of communication. Course offerings reflect the strengths and interests of the faculty, and are scheduled two years in advance so that each M.A. candidate may develop course work effectively leading to a thesis or project.

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.

Master of Business Administration
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 November 1 for Spring enrollment. Applicants seeking a Department of Communication Graduate Teaching Assistantship or a Department of Communication Graduate Research Assistantship must submit all application materials and an Application for Graduate Assistantship by April 1.

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>Master of Arts in Communication</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number and Title</td>
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</tr>
<tr>
<td>CM 500 Graduate Studies in Communication</td>
<td>1</td>
</tr>
<tr>
<td>CM 580-589 Selected Topics in Communication Nine credits recommended to be selected from the student’s interest area.</td>
<td>12-15</td>
</tr>
<tr>
<td>Electives</td>
<td>6-10</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 (3-0-3)(F/S). An introduction to the theory and practice of the different types of oral communication practiced by technical communicators, including interviewing technical subject specialists and product users, group dynamics, gender issues, conflict management, and technical presentations, including the creation of presentation graphics. The course will be taught as a workshop. Students may not receive credit for both CM 517 and E 517. PREREQ: E 516 OR PERM/INST.

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

CM 580 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

CM 590 PRACTICUM. Upon selection of an approved project or thesis, the student will prepare a documentary and an oral report of the topic, defending it before fellow graduate students and faculty.

CM 591 PROJECT (0-V-6). In lieu of completing a Thesis, students may create some product other than a scholarly paper which embodies original research and substantiates a specific view.

CM 592 COLLOQUIUM (1-0-1). A one credit course in which graduate students meet with faculty to discuss on-going and in-process research projects. This class meets bi-weekly for one hour. No more than two credits of CM 592 may be applied toward the MA in Communication.

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

CM 594 WORKSHOP

CM 595 READING AND CONFERENCE. Directed reading on selected materials in communication and discussion of those materials, as arranged and approved through the student’s major advisor. No more than three credits of CM 595 may be applied toward the M.A. in Communication.

CM 596 DIRECTED RESEARCH. A special project undertaken as advanced tutorial study in a specialized area according to the needs and interests of the student. The course usually involves conducting research with a designated faculty member, along with writing a paper covering the subject of independent study. No more than three credits of CM 596 may be applied toward the M.A. in Communication.

CM 597 SPECIAL TOPICS

CM 598 GRADUATE SEMINAR (1-0-1). A required public forum wherein graduate students and faculty present and discuss their original research. Presenters receive one credit for participation. PREREQ: Admission to candidacy and PERM/INST. No more than one credit of CM 598 may be applied to the M.A. in Communication.
Master of Science in Computer Science

Application and Admission Requirements

Applicants must have either a baccalaureate degree in computer science, or a baccalaureate degree in a related field plus substantial course work and/or professional experience in computer science, with an undergraduate GPA of 3.0 or higher.

Admission as a graduate student at BSU has two components: admission to the Graduate College, which can occur with unclassified status and admission to a particular program. To apply for admission to the Graduate College, complete the following steps:

• Submit the Boise State University Graduate Admission Application, along with a $20 application fee, to the Graduate Admissions Office. The application form is contained in the BSU Graduate Catalog, which may be obtained by contacting the Graduate Admissions Office at (208) 385-3903 or (208) 385-4204, or by email at gradcoll@bsu.idbsu.edu. An on-line admission form is available at www.idbsu.edu/gradcoll/.

• Arrange for official transcripts from all post-secondary institutions attended to be sent directly to the Graduate Admissions Office.

To apply for admission to the graduate program in Computer Science, you will also need to complete the following additional steps. Note that it is not necessary to complete the full admission process for the program before starting to take graduate computer science courses.

• Take the GRE General test and arrange for the scores to be sent to the Graduate Admissions Office. If your first language is not English, you must also submit a TOEFL score of 550 or higher.

• Arrange for three letters of reference that address your preparation for graduate study in computer science to be sent directly to the Computer Science Graduate Committee in the Department of Mathematics and Computer Science.

Regular and Provisional Status. Completed applications will be reviewed by the Computer Science Graduate Committee.

• Applicants who meet the stated requirements and whose computer science background is deemed sufficient will be admitted to the program with Regular status.

• Applicants whose computer science background is deemed deficient may be granted admission with Provisional status. In this case the applicant will be required to pass specified undergraduate computer science courses in order to remove the deficiency and be granted Regular admission status.

• Unless otherwise specified, all deficiencies must be removed within two years of Provisional admission to the program. Time spent in Provisional status counts toward the limit of five years (or up to seven years if an extension is granted) allowed for completion of the degree.

• Applicants may choose to take the GRE Computer Science Subject test. While this test is optional, a good score on it might convince the Committee to grant regular status to an applicant who does not have a degree in Computer Science.

General Information

The Master of Science in Computer Science program has been designed for people who have a good background in computer science at the undergraduate level—that is, either

• a bachelor's degree in computer science, or

• a degree in a related field with significant coursework in computer science.

We expect that most of the students enrolling in the program will have full-time employment commitments. Accordingly, we try to schedule courses in such a way as to meet the needs of working students.

Prospective students whose computer science background is limited may need to take several undergraduate computer science courses in preparation for the program. The Computer Science Graduate Committee will review applications and make recommendations concerning such preparation in cases where it is appropriate. Before enrolling in any graduate CS courses, students should have:

• completed a two-semester introductory computer science sequence,

• acquired a strong working knowledge of basic algorithms, data structures, and problem solving paradigms, and

• be proficient in at least one high-level programming language like Pascal, C, C++, or Java.

Most courses have additional specific prerequisites.

Students who are interested in a master's degree program that is somewhat less technical and more business-oriented might wish to consider the Master of Science in Management Information Systems, offered by the Department of Computer Information Systems and Production Management in the College of Business and Economics at BSU.
Unclassified Status. It is not necessary to complete the full admission process for the program before starting to take graduate computer science courses. Students may be admitted to the Graduate College under the Unclassified status, pending admission to a particular degree program. Unclassified students may still take courses in the degree program (providing they meet the course prerequisites), and may count up to 9 credits earned while Unclassified towards the requirements of that program.

Degree Requirements

The degree requirements described below allow the student a fair amount of flexibility in designing a program to fit his or her needs. The only fixed requirements are three "core" courses in algorithms, programming languages and operating systems. The remainder of the coursework is to be chosen by the student, in consultation with his/her advisor and the graduate computer science committee, to reflect the student's interests, ensure a coherent program, and fit with the constraints of course availability. We anticipate that many students will choose the "Project" option, which involves developing a substantial piece of software.

The Master of Science in Computer Science requires a minimum of 30 credit hours, as specified in the table below. In compliance with University policy, at most 10 of those credits may be earned in G-designated undergraduate courses. Any credits applied (at Boise State or elsewhere) toward the completion of a baccalaureate degree may not be counted towards the M.S. degree. In addition, the student's advisor and the Computer Science Graduate Committee must approve the student's proposed degree plan to ensure that it meets these criteria and forms a coherent program of study. All requirements for the degree must be completed within five years of initial enrollment in the program, unless explicit extension of time is granted by the Computer Science Graduate Committee. In no event will more than seven years be allowed for completion of the degree.

<table>
<thead>
<tr>
<th>Master of Science in Computer Science</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Core computer science courses</strong></td>
<td>9</td>
</tr>
<tr>
<td>CS 521 Design and Analysis of Algorithms</td>
<td>3</td>
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<tr>
<td>CS 531 Advanced Programming Languages</td>
<td>3</td>
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<tr>
<td>CS 543 Advanced Operating Systems</td>
<td>3</td>
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<tr>
<td><strong>Additional computer science courses chosen from the following:</strong></td>
<td>15</td>
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<tr>
<td>(See comments preceding table for restrictions.)</td>
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<tr>
<td>CS 410G Database Theory</td>
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<td>CS 430G Parallel and Distributed Computing</td>
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<td>CS 441G Computer Architecture</td>
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<td>CS 461G Theory of Computation</td>
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<td>CS 471G Software Engineering</td>
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<tr>
<td>CS 512 Advanced Topics in Databases</td>
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<td>CS 525 Network Protocols and Programming</td>
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<td>CS 546 Computer Security</td>
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<td>CS 551 Advanced Programming Language</td>
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<td>Translation</td>
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<tr>
<td><strong>Written comprehensive exam</strong></td>
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<tr>
<td>Must be taken and passed during the semester in which the degree is conferred.</td>
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<td><strong>Total</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

Course Offerings

Additional work will be required to receive graduate credit for undergraduate G courses.

CS COMPUTER SCIENCE

CS 410G DATABASE THEORY (4-0-4)(S). A study of the theoretical foundations of database management systems. Design and implementation of alternatives for various database models, including, but not limited to, hierarchical, network and relational models. Comparison of the reliability, security and integrity of various database systems. Implementation of a simple system. PREREQ: CS 242 or PERM/INST.


CS 441G COMPUTER ARCHITECTURE (3-0-3)(S). Structure of computer systems using processors, memories, input/output (I/O) devices as building blocks. Computer system instruction set design and implementation, including memory hierarchies, microprogramming, pipelining and multiprocessors. Issues and tradeoffs in the design of computer system architectures with respect to the design of instruction sets. Applications of Hardware Description Language (HDL) in the design of computer systems. PREREQ: CS 117 or CS 125, and EE 332 or PERM/INST.

CS 461G INTRODUCTION TO THE THEORY OF COMPUTATION (3-0-3)(F). Grammars, automata, Turing machines, decidability and complexity, language hierarchies, normal forms, NP-completeness, and reducibilities. Applications will be drawn from various areas of computer science. PREREQ: CS 242 or PERM/INST.

CS 471G SOFTWARE ENGINEERING (3-0-3)(F). A formal study of the software development process. Topics include: lifecycle models, requirements definition, specification, design, implementation, validation, verification, maintenance, and reuse. Students work in small teams on significant projects. PREREQ: CS 225 or PERM/INST.


CS 521 DESIGN AND ANALYSIS OF ALGORITHMS (3-0-3)(F). Design techniques such as amortized analysis, dynamic programming, and greedy algorithms. Computational geometry, graph algorithms, primality and other number-theoretic algorithms, specialized data structure techniques such as augmenting data structures,
Master of Science in Computer Science

combintorial graph reduction and functional repetition. NP completeness and approximation algorithms. PREREQ: CS 242.

CS 525 NETWORK PROTOCOLS AND PROGRAMMING (3-0-3) (S). 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 and CS 353 or PERM/INST.

CS 531 ADVANCED PROGRAMMING LANGUAGES (3-0-3) (F). Advanced topics in programming-language theory, design, and implementation. Topics include: data types, binding, scope, and extent; abstraction, extensibility, and control mechanisms; formal semantics and program verification. Emphasis on alternative programming-language paradigms. PREREQ: CS 353 or PERM/INST.

CS 543 ADVANCED OPERATING SYSTEMS (3-0-3) (S). Structure and functions of operating systems, inter-process communication techniques, high-level concurrent programming, virtual memory systems, elementary queue theory, security, distributed systems, case studies. Techniques in design and implementation of operating systems. PREREQ: CS 353 or PERM/INST.

CS 546 COMPUTER SECURITY (3-0-3) (F). Computer and network security. Public-key and private-key cryptography, authentication, digital signatures, key exchange, key management, certification authorities, and distributed trust models. File system security, Mail system security, and Web security. Intruders, Trojan Horses, and viruses. Covert channels. Projects will involve using currently available security tools. PREREQ: CS 353 or PERM/INST.


CS 557 ARTIFICIAL INTELLIGENCE (2-2-3) (F). Course will include a survey of some of the following topics, plus a project: Principles of knowledge-based search techniques; automatic deduction; knowledge representation using predicate logic, semantic networks, connectionist networks, frames, rules; applications in problem solving, expert systems, game playing, vision, natural language understanding, learning, robotics; LISP programming. PREREQ: CS 242 and CS 354.

CS 561 COMPLEXITY THEORY (3-0-3) (S). Abstract machines, relativizations, upper and lower bounds on complexity, recursive hierarchies and alternation, time-space interaction, parallel and randomized complexity classes, approximation algorithms. PREREQ: CS 461.

CS 573 ADVANCED SOFTWARE ENGINEERING (3-0-3) (S). 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.

SELECTED TOPICS. (Variable credit). In depth study of current trends and advanced topics in targeted areas of computer science.

CS 580 PARALLEL COMPUTING
CS 581 ALGORITHMS
CS 583 COMPUTER SECURITY
CS 584 NETWORKS
CS 585 OBJECT-ORIENTED DESIGN
CS 586 DATABASES
CS 587 SOFTWARE ENGINEERING

CS 591 PROJECT (Variable credit). A major project involving development of a significant software system.

CS 593 THESIS (Variable credit). A thesis containing original results that is suitable for publication.

Doctor of Education in Curriculum and Instruction

College of Education
Education Building, Room 705
Telephone 208 385-1611
FAX 208 385-4365
e-mail: rstewart@bsu.idbsu.edu

Teacher Education Graduate Programs Coordinator:
Roger Stewart


Associate Graduate Faculty: Manuel Barrera, Kenneth Bell, Bobbie Birdsell, Chad Harris, Teresa Delgadillo Harrison, John McChesney, Lynn Miller, Lawrence Rogien, Audrey Rule, Cailee Spear, Connie Thomgren, Scott Willson

Adjunct Graduate Faculty: Patrick Bieter (Emeritus), Diane Burns, Kenneth Coll, Mary Ennsley, Genger Fahlerson, Brenda Freeman, Tim Furness, Susan Rueling Furness, Nina Hawkins, Robina Holmes, Rich Johnson, Elizabeth Noonan, Thel Pearson (Emerita), Ruth Phelps, Jim Schmidt, Fred Steinbroner, Patricia Toney, Donna Vakili, Barry Watts, Lynn Weathers, Virgil Young (Emeritus)

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:
Doctor of Education in Curriculum and Instruction

1. Application for admission (available inside the current graduate catalog);
2. Official scores from the verbal, quantitative, and analytical reports of the Graduate Record Examination. 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 Teacher Education Graduate Programs Coordinator:
1. A letter of application describing:
   • the applicant's professional experiences and their relevance to doctoral study in education;
   • career goals and how doctoral study will support them;
   • arrangements made to meet the residency requirement.
2. A current resume.
3. A sample of recent scholarly and/or professional writing that includes references and is preferably written in APA style (Master's thesis or project, scholarly papers, project reports, publications, grant proposals, etc.).
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 selection committee make an informed decision.

The Teacher Education Graduate Programs Committee 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 committee 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. First year awards consist of a stipend and fee waiver for fall and spring semesters, plus a six-credit fee waiver for summer school. Graduate assistantships are awarded on an annual basis and must be renewed yearly by reapplying for the position. Assistantships that are renewed consist of a stipend and fee waiver for the fall and spring semesters only. In all cases GA's must register for a minimum of 9 credits during the regular academic year. To be considered, applications must be submitted to the Teacher Education Graduate Programs Coordinator by April 1. Typical assignments involve teaching undergraduate Teacher Education courses, supervising student teachers, serving as research assistants for graduate faculty, or a combination of activities.

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 faculty who may be willing and appropriate as program advisors. It is recommended that students determine a program advisor no later than the spring semester of the first year of study. The choice of advisor will be based on the shared scholarly interests and compatible educational philosophies of student and faculty. Students may change advisors, and it is not uncommon for students to have a program advisor and then when admitted to candidacy switch to a different advisor for the dissertation project.

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>Doctor of Education</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number and Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td><strong>Curriculum and Instruction</strong></td>
<td>15</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 in Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td><strong>School Renewal</strong></td>
<td>9</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>12</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>6</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>12</td>
</tr>
<tr>
<td><strong>Dissertation</strong></td>
<td>12</td>
</tr>
<tr>
<td>TE 693 Dissertation</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. Boise State University 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, 5 in the Fall, 5 in the Spring and 6 in the second summer. Classes are
Doctor of Education in Curriculum and Instruction

normally scheduled in the evening during the regular academic year.

**Program Sequence:**

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

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

**Spring: Year 1 (residency) (5 credits)**
- TE 611 School Culture and the Problems of Change ......................................... 3  
- TE 621 Field Experience: School Renewal ....................................................... 2

**Summer: Year 2 (residency) (5 credits)**
- TE 612 Strategies for School Renewal .............................................................. 3
- TE 662 Curriculum .............................................................................................. 3

**Fall: Year 2 (5 credits)**
- TE 622 Practicum: School Renewal ................................................................. 2  
- TE 651 Intermediate Statistics in Educational Research ................................. 3

**Spring: Year 2 (3 credits)**
- TE 652 Quantitative Approaches to Research ................................................. 3

**Summer: Year 3 (6 credits)**
- TE 663 Evaluation .............................................................................................. 3  
- TE 664 Seminar in Curriculum and Instruction ................................................ 3

**Fall: Year 3 (3 credits)**
- TE 654 Dissertation Proposal Seminar ............................................................. 3

**Spring: Year 3; Summer/Fall/Spring: Year 4**
- TE 683 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 American culture 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 and TE 610.

**TE 612 STRATEGIES FOR SCHOOL RENEWAL (3-0-3)(SU).** Students will explore contemporary strategies being tried or proposed to bring about ongoing renewal in the schools. There will be an emphasis on participatory approaches to school change, collaboration and partnership building, the role of technology, attention to cultural diversity, and conflict resolution strategies. Students will work on projects through which they will transform their emerging theories of change into plans for making change happen in their schools. Special emphasis will be placed on preparation for school-based decision making. PREREQ 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: TE 653.

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

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

**TE 651 INTERMEDIATE STATISTICS IN EDUCATIONAL RESEARCH (3-0-3)(F/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/S).** Students will examine procedures involved in the selection of appropriate research designs and data analysis techniques in quantitative research, and study related design and measurement issues. Students will integrate the use of technologies in the process of quantitative research. PREREQ: 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-learning process. PREREQ: Admission to the doctoral program or permission of instructor and TE 551 or equivalent.

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

TE 660 LEARNING (3-0-3)(F or SU). Students will examine historic and contemporary explanations of human learning, with special emphasis on scholarly investigations of student learning in school environments, evaluation of that learning, and the role of educational technology. As part of the course students will devote particular attention to learning in culturally diverse student populations. PREREQ: Admission to the doctoral program; or permission of instructor and TE 525.

TE 661 TEACHING (3-0-3)(F or SU). Students will examine the foundations upon which historic and contemporary approaches to teaching have been constructed, including philosophic, developmental and scientific perspectives. As part of the course students will investigate teaching issues evolving from the increasingly culturally diverse student population in the contemporary American school, and the impact of technology on instruction. PREREQ: Admission to the doctoral program; or permission of instructor and TE 582.

TE 662 CURRICULUM (3-0-3)(S). Students will focus on major theories, research bases, and significant societal factors in school curricula. The course will include historical and philosophical foundations of curricular development; analysis of factors and issues influencing curricular determinations, including cultural influences and technological contributions; and consideration of likely future curricular evolution. PREREQ: Admission to doctoral program; or permission of instructor and TE 581.

TE 663 EVALUATION (3-0-3)(S or SU). Students will examine questions evolving from making judgments about such educational issues as school effectiveness, individual performances, and other educational endeavors. They will explore ethical issues in assessment and evaluation, and analyze social, cultural, and political influences affecting assessment and evaluation procedures. PREREQ: Admission to doctoral program, TE 651 and TE 653; or permission of instructor, TE 651 and TE 653.

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

TE 683 DISSERTATION (0-0-12)(F/S/SU). Students will complete an independent and original research project on an important educational issue; collect and interpret the findings in a cogent, professional and scholarly-written document; successfully defend the project to the dissertation committee; and disseminate those findings in a professionally appropriate manner. PREREQ: Successful completion of "Comprehensive Evaluation" and Admission to Candidacy.

**Master of Arts or Science in Education**

**Master of Arts or Science in Education**

Department of Educational Foundations, Technology and Secondary Education

Office of Teacher Education Graduate Programs, Education Building, Room 208
Telephone 208 385-1731
FAX 208 385-4006
http://www.bsu.idbsu.edu
e-mail: rstewar@bsu.idbsu.edu

**Teacher Education Graduate Programs Coordinator:**
Roger Stewart

**Elementary Education Department Chair:** Wenden Waite
Full Graduate Faculty: Robert Bahnh, Jeanne Bauwens, Judy French, Jay Fuhriman, Curtis Hayes, Jack Hourcade, Patricia Kyle, Carroll Lambert, Melinda Lindsey, Rickie Miller, Margaret Mulhern, Norma Sadler, Ted Singletary, Stanley Steiner, Roger Stewart, Wenden Waite, Katherine Young
Associate Graduate Faculty: Manuel Barrera, Audrey Rule
Adjunct Graduate Faculty: Diane Burns, Nina Hawkins, Robina Holmes, Elizabeth Noonan, Lynne Weathers

**Secondary Education Department Chair:** Holly Anderson
Full Graduate Faculty: Holly Anderson, James Armstrong, Robert Barr, Steve Christensen, Lee Ann Dubert, Robert Friedli, John Jensen, Lamont Lyons, William Parrett, Constance Pollard, Del Siegle, Carolyn Thorsen
Associate Graduate Faculty: Teresa Delgadillo Harrison, Lawrence Rogien, Scott Willison
Adjunct Graduate Faculty: Patrick Bieter (Emeritus), Rich Johnson, Thel Pearson (Emerita), Ruth Phelps, Fred Steinbroner, Patricia Toney, Donna Vakili, Virgil Young (Emeritus)

**General Information**

The College of Education offers a Master's degree in education, with concentration in one of the following areas: Art, Curriculum and Instruction, Earth Science, Educational Technology, Early Childhood Education, Mathematics, Reading, and Special Education. The Teacher Education Graduate Programs Coordinator oversees the administration of these programs and coordinates their operation across the Department of Elementary Education and Specialized Studies, the Department of Foundations, Technology, and Secondary Education, and the related subject area departments.

Under the Curriculum and Instruction concentration, students may pursue secondary education certification or a sequence in the bilingual (Spanish) or ESL areas.

**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
Master of Arts or Science in Education

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 course 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.

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 immediately upon receipt of the letter of acceptance 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 pass-fail credits may be applied toward the degree.

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

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 Teacher Education Graduate Programs by April 1 of each year. Typical assignments include research assistants, teaching assistants, or assignments related to the specific areas. Graduate assistantships are awarded for one year, and may be renewed for one additional year. Graduate Assistants must reapply to be eligible for the additional year.

Inservice Teacher Education Courses: Effective Fall, 1998, Idaho public school teachers or other professional employees of an Idaho school district may take approved inservice teacher education courses at a reduced fee rate; however, the credit awarded cannot be applied towards a degree program.

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, except those seeking the Educational Technology emphasis.

Graduate Core

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 570 Graduate Core 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>2</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 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 6

Students should apply for Admission to Candidacy after completion of 18 credits in the program. Completed forms are submitted to the Teacher Education Graduate Programs Coordinator who will then submit them to the Dean of the Graduate College.

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

Option I (Thesis/Project)

<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>
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</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 the 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, any secondary certification content area, 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 .................................3

OR

II. Comprehensive Written Examination:

- TE 559 Philosophy of Education..................3
- or
- TE 551 Fundamentals of Educational Research ...3

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

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

**TOTAL:** 33

### Master of Arts in Education, Curriculum and Instruction
Option: Bilingual Education/ESL (Spanish-English)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Core</td>
<td>6</td>
</tr>
</tbody>
</table>

**Other Requirements:**

- 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).

- TE 581 Curriculum Planning and Implementation | 3
- TE 582 Instructional Theory .....................3

**Bilingual Education/ESL Option Requirements**

(Spanish-English):

- TE 531 The Culturally Diverse Learner ............3
- TE 547 Language Acquisition and Development ...........3
- TE 574 Techniques of Grant Application Writing ..........3
- TE 575 Second Language Methods and Materials ..................3
- TE 576 Theoretical Fundamentals of Bilingual Education/ESL ..........3
- TE 590 Practicum: Clinical Experience .............1-2

**Bilingual Strand Requirement:**

- TE 577 Language and Literacy .....................3
- or

**ESL Strand Requirement:**

- TE 579 Applied Linguistics: Comparative Language Study ..............3

**TOTAL:** 34-35

**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 581 Curriculum Planning and Implementation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Content Area**

A minimum of 9 graduate credits to be selected in the area of the endorsement.

--- continued ---
## Master of Arts or Science in Education

### Master of Arts in Education, Curriculum and Instruction

<table>
<thead>
<tr>
<th>Option: Secondary Certification (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Education Courses</td>
</tr>
<tr>
<td>Methods Course in the Major or Minor (must be graduate level to apply toward the Master's)</td>
</tr>
<tr>
<td>TE 407G Content Literacy for Secondary Students with Diverse Learning Needs</td>
</tr>
<tr>
<td>TE 408G Educational Technology</td>
</tr>
<tr>
<td>TE 559 Philosophy of Education</td>
</tr>
<tr>
<td>TE 405G Teaching Students with Exceptional Needs at the Secondary Level</td>
</tr>
<tr>
<td>TE 588 Selected Topics: Instructional Theory and Practice</td>
</tr>
<tr>
<td>TE 589 Selected Topics: Educational Psychology</td>
</tr>
<tr>
<td>TE 590 Practicum in School Practices</td>
</tr>
<tr>
<td>TE 590 Practicum in Secondary Teaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culminating Activity</th>
<th>0-6</th>
</tr>
</thead>
<tbody>
<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>OR</td>
<td></td>
</tr>
<tr>
<td>Option II: Written Comprehensive Exam</td>
<td>0</td>
</tr>
<tr>
<td>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).</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 46-52

### Master of Arts in Education, Reading

<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 or TE 508 Diagnosis and Correction of Reading Problems</td>
<td>3</td>
</tr>
<tr>
<td>TE 504 Seminar in Reading Education</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option electives (choose I or II):</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Thesis/Project:</td>
</tr>
<tr>
<td>TE 551 Fundamentals of Educational Research</td>
</tr>
<tr>
<td>TE 591 Project or TE 593 Thesis</td>
</tr>
<tr>
<td>Approved electives</td>
</tr>
</tbody>
</table>

| OR | |
| II. Comprehensive Written Examination: |
| TE 559 Philosophy of Education | 3 |
| 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). |
| Reading electives | 9 |
| Approved electives | 6 |

**TOTAL** 33

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

<table>
<thead>
<tr>
<th>Two of the following three courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 544 Early Childhood: Advanced Child Development</td>
</tr>
<tr>
<td>TE 546 Early Childhood: Environments and Programs</td>
</tr>
<tr>
<td>TE 547 Early Childhood: Language Acquisition and Development</td>
</tr>
</tbody>
</table>

| TE 590 Practicum: Early Childhood | 2-4 |

<table>
<thead>
<tr>
<th>Option electives (choose I or II):</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Thesis/Project:</td>
</tr>
<tr>
<td>TE 551 Fundamentals of Educational Research</td>
</tr>
<tr>
<td>TE 591 Project or TE 593 Thesis</td>
</tr>
<tr>
<td>Approved electives</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>II. Comprehensive Written Examination:</td>
</tr>
<tr>
<td>TE 559 Philosophy of Education</td>
</tr>
<tr>
<td>TE 551 Fundamentals of Educational Research</td>
</tr>
<tr>
<td>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).</td>
</tr>
<tr>
<td>Approved electives</td>
</tr>
</tbody>
</table>

**TOTAL** 33

### Master of Arts in Education, Special Education Students with Disabilities

<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 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>

<table>
<thead>
<tr>
<th>Option electives (choose I or II):</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Thesis/Project option:</td>
</tr>
<tr>
<td>TE 551 Fundamentals of Educational Research</td>
</tr>
<tr>
<td>TE 591 Project or TE 593 Thesis</td>
</tr>
<tr>
<td>Approved electives</td>
</tr>
</tbody>
</table>

| OR | |
| II. Comprehensive Written Examination: |
| TE 559 Philosophy of Education | 3 |
| 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 |

--- continued ---
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 enables 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 536 Intro Instructional Technology** 3
- **IP 537 Instructional Design** 3
- **TE 408G Integrating Technology into Classroom Curricula** 3
- **TE 528 Telecommunications in Teaching** 3
- **TE 538 Instructional Courseware Design** 3
- **TE 551 Fundamentals of Educational Research** 3
- **TE 582 Instructional Theory** 3
- **TE 591 Project or TE 593 Thesis** 6

**Suggested Electives:**
- **SO 510 Conflict & Change in Socio-Cultural Systems** 3
- **TE 581 Curriculum Planning and Implementation** 3
- **TE 583 Selected Topics: Educational Technology** 3
- **TE 525 Advanced Educational Psychology** 3
- **TE 562 School Organization & Finance** 1
- **TE 570 Issues in Education (3) with corequisite**
- **TE 590 Practicum** 6

**TOTAL 33**

**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.
Master of Arts or Science in Education

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>Planned Fifth Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number and Title</td>
<td></td>
</tr>
<tr>
<td>All students will complete 30 credits including:</td>
<td>3</td>
</tr>
<tr>
<td>TE 582 Instructional Theory</td>
<td></td>
</tr>
<tr>
<td>Graduate Core or two of the following courses:</td>
<td>6</td>
</tr>
<tr>
<td>TE 551 Fundamentals of Educational Research ...</td>
<td>3</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><strong>TOTAL</strong></td>
<td><strong>30</strong></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.

Note: 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, and must fulfill any competency requirements related to certification.

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. Students seeking elementary school certification may arrange with their advisors to take some graduate level courses which also apply toward the Master's degree. However, this is done on an individual basis.

Course Offerings

Additional work will be required to receive graduate credit for undergraduate G courses.

TE 405G TEACHING STUDENTS WITH EXCEPTIONAL NEEDS AT THE SECONDARY LEVEL (3-0-3)(F,S). This course addresses what educators should know about students with exceptional needs at the secondary level, including those with disabilities and with special gifts and talents. Topics will include characteristics of students from common areas of exceptionality; relevant litigation and legislation; assessment techniques, instructional strategies: and collaboration. Graduate credit requires completion of additional objectives. PREREQ: Admission to teacher education and TE 201.

TE 407G CONTENT LITERACY FOR SECONDARY STUDENTS WITH DIVERSE LEARNING NEEDS (3-0-3)(F/S/SU). Emphasis on using instructional materials in the various content subjects and developing instructional skills to meet the reading, writing, and studying needs of all learners, especially those considered "at-risk." Graduate credit requires completion of additional objectives. PREREQ: TE 201 and Admission to Teacher Education.

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.

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 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 will work with a child under supervision in the Reading Education Center and prepare 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 506 DIAGNOSIS AND CORRECTION OF READING PROBLEMS-SECONDARY (3-0-3) (S/SU). This course is designed for the teacher of the required high school reading course and any other high school course dealing with students with reading problems. PREREQ: TE 501.

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

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

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

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

TE 514 COUNSELING/CONSULTING SKILLS FOR EDUCATORS (3-0-3) (F). This course will cover the development of counseling and consulting skills for educators to work with parents and other professionals. Instruction will focus on developing skills to work with students who experience various social and emotional concerns relating to learning. Major areas to be addressed will include theories and approaches to counseling and consulting, communication skills, intervention programs. PREREQ: GRAD or PERM/INST.

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

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

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

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

TE 519 ADVANCED STUDY OF CHILDREN'S LITERATURE (3-0-3) (F 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 523 THE EMOTIONALLY DISTURBED CHILD IN THE CLASSROOM (3-0-3) (F/SU). This course is designed to assist school personnel in understanding the educational and psychological needs of students with severe behavioral problems. PREREQ: PERM/INST.

TE 525 ADVANCED EDUCATIONAL PSYCHOLOGY (3-0-3) (Demand). 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.

TE 528 TELECOMMUNICATIONS IN TEACHING (3-0-3) (S/SU). Provides students with fundamental telecommunications concepts and skills as well as a framework for integrating technology into classroom instruction. Students will learn to plan and execute telecommunications-based lessons, explore ways in which to use telecommunications as a means to enrich curriculum, apply instructional models appropriate to this medium, and critically examine the role of telecommunications as a teaching strategy. PREREQ: TE 408.

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

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

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

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

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

TE 547 EARLY CHILDHOOD: LANGUAGE ACQUISITION AND DEVELOPMENT (3-0-3)(F/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 549 COUNSELING TECHNIQUES FOR CHEMICAL DEPENDENCY (3-0-3)(F/S). A study of counseling techniques and practices used in dealing with people of all ages who are chemically dependent. Special attention will be paid to the impact of chemical dependency in family members and counseling strategies for adolescents. This course may be taken for either H or TE but not both.

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

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

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

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

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

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

TE 564 INSTRUCTIONAL TECHNIQUES-SECONDARY SCHOOLS (1-0-1)(SU). In this course, students will investigate instructional techniques which have sound 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 568 TECHNIQUES OF CLASSROOM MANAGEMENT (1-0-1)(SU). This course will explore approaches to effectively working with students in elementary and secondary classrooms. Skill development and theoretical considerations related to developing healthy and productive learning environments will be emphasized.

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

TE 570 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 573 INSTRUCTIONAL TECHNIQUES ELEMENTARY SCHOOL (1-0-1)(SU). In this course, students will investigate instructional techniques which have sound bases in research and theory and which promote the development of thinking skills in elementary students.

TE 574 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 581 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 an 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 (0-V-6).**
**TE 593 THESIS (0-V-6).**
Master of Arts or Science in Education

Degree Requirements

<table>
<thead>
<tr>
<th>Master of Arts in Education, Art</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>AR 501 The Fine Arts: Analysis and Appreciation in the Educational Program</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>AR 551 Curriculum Development and Assessment in Art Education</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>AR 591 Project or AR 593 Thesis</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Education Graduate Core courses</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Studio or Content Electives: The student’s work will be selected in relation to background, interests, and professional objectives in consultation with the M.A. graduate advisor and committee.</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

Course Offerings

AR ART

**AR 501 THE FINE ARTS: ANALYSIS AND APPRECIATION IN THE EDUCATIONAL PROGRAM (3-0-3) (S).** 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).** 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. The following courses are reserved for matriculated graduate art students. Enrollment in these courses requires permission of the Chair of the Department of Art.

**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**
**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 (3 credits)**

**AR 591 PROJECT (6 credits).** The graduate project includes a scholarly paper describing the history and results of original research used to substantiate a special view in the field of visual arts. The project will be:
1) An art show subject to full graduate faculty review; or
2) A comprehensive, illustrated visual arts curriculum in written form appropriate for use in an educational setting.

The required oral comprehensive examination will be prepared, administered, and evaluated by the student's graduate advisory committee within the final month of the project presentation. PREREQ: Graduate status.

**AR 593 THESIS (V-V-6).** The thesis will be a scholarly paper embodying results of original research which are used to substantiate a specific view in the field of the visual arts. The required oral comprehensive examination will be prepared, administered, and evaluated by the student's M.A. graduate advisory committee within the final month of the thesis presentation. PREREQ: Graduate status.

**AR 594 WORKSHOP (1-3 credits)**

**AR 595 READING AND CONFERENCE (1-2 credits)**

**AR 596 DIRECTED RESEARCH (1-3 credits)**

**AR 598 SEMINAR IN ART (3-0-3) (S).** Upon selection of an approved topic by the M.A. graduate advisor and committee, the student will research the subject/medium/process thoroughly, present written report with annotated bibliography and an oral report of the findings utilizing visual material in their presentation to faculty and students as arranged. PREREQ: Graduate standing.

Art courses with a “G” designation are listed below. All 300G and 400G level courses taken for credit must be approved by the student's M.A. graduate advisory committee or M.A. graduate advisor. A limit of nine (9) semester hours can be taken at the 300 or 400 "G" level for credit in the M.A. in Education, Art emphasis program. No course numbered below 500 carries graduate credit unless the “G” is affixed.

It is understood that graduate students enrolled in "G" courses will be required to do extra work in order to receive graduate credit for the courses. Only graduate faculty will supervise graduate students in 300 or 400 level courses carrying the "G" designation. The faculty member, in discussion with the student prior to admission into the course, will define the amount, description, and evaluation of the work to be done.

**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 303G STUDIO IN GRAPHIC DESIGN (0-6-3) (F).** 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.
AR 304G ADVANCED STUDIO IN GRAPHIC DESIGN (0-6-3)(S). 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.

AR 305G STUDIO IN VISUAL DESIGN (0-6-3)(F/S). 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.

AR 307G STUDIO IN METALSMITHING (0-6-3)(F/S). 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.

AR 309G STUDIO IN PRINTMAKING (0-6-3)(F/S). 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.

AR 311G INTERMEDIATE DRAWING (0-6-3)(F/S). Continuation of concepts introduced in AR 112, with an emphasis on creative and experimental approaches to content, technique and composition. May be repeated for credit. PREREQ: AR 211 or PERM/INST.

AR 312G INTERMEDIATE LIFE DRAWING (0-6-3)(F/S). Structural and classical work from the model, with an increased emphasis on composition and expressive drawing. May be repeated for credit. Model fee. PREREQ: AR 211 or PERM/INST.

AR 315G INTERMEDIATE PAINTING (0-6-3)(F/S). A study of relevant historical, ideological and aesthetic positions in painting. A personal and creative exploration of diverse styles, methods, structures and ideologies. Oil, acrylic or other media. May be repeated once for credit. Admission by portfolio review the semester prior to enrollment. PREREQ: AR 219 or AR 217 or PERM/INST.

AR 317G WATERCOLOR AND RELATED MEDIA (0-6-3)(F/S). Emphasis on developing individual interests and expressive strengths in painting with watercolor and related media, allowing further exploration of objectives. May be repeated once for credit. Admission by portfolio review the semester prior to enrollment. PREREQ: AR 217 and AR 315 or PERM/INST.

AR 319G FIGURE AND PORTRAIT PAINTING (0-6-3)(F/S). Painting the human figure in objective and interpretive modes of expression. Students will paint in realistic and semi-abstract manners. Oil or acrylic media. Model fee. May be repeated once for credit. Admission by portfolio review the prior semester. PREREQ: AR 219 and AR 315 or PERM/INST.

AR 321G ELEMENTARY SCHOOL ART METHODS (3-1-3)(S). This course is designed to prepare future elementary 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. 30 hours of on-site clinical experience will be arranged. Additional lab hours available. Materials fee. Graduate students will assume supervisory/leadership roles as appropriate. PREREQ: Art education major; upper division standing.

AR 325G STUDIO IN CERAMICS (0-6-3)(F). 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.

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). 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. Adjustable 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 (3-2-4)(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 371G HISTORY OF TWENTIETH CENTURY AMERICAN ART (3-0-3) (F). Beginning with a short survey of American Art from the Ashcan School through the Thirties with concentration on Abstract Expressionism, Pop, Op and Minimal. Critical writing will be assigned. Advisable to take AR 302 prior to AR 371.

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 ADVANCED DRAWING STUDIO (0-6-3) (F/S). Individual problems in drawing. Model fee. May be repeated for credit. PREREQ: AR 311 or AR 312 or PERM/INST.

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 selected watercolor and related media. Emphasis on developing individual interests and expressive strengths. Students will participate in one-person senior show projects. May be repeated once for credit. PREREQ: AR 317 or PERM/INST.

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 420G STUDIO IN FIGURE-PORTRAIT PAINTING (0-6-3) (F/S). Advanced figure painting with emphasis on personal direction. Students will participate in one-person senior show projects. May be repeated for credit. Model fee. PREREQ: AR 319 or PERM/INST.

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 black and white 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 362 and PERM/INST.

AR 477G GRAPHICOM (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

Graduate Program Coordinator: Charles J. Waag
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, Craig M. White, Spencer H. Wood
Associate Graduate Faculty: James P. McNamara, Paul Michaels
Adjunct Graduate Faculty: Warren Barrash, William P. Clement, Thomas M. Clemo, Vladimir I. Davydov, Mary Donato, Virginia Gillerman, Michael D. Knoll, Mitchell W. Lyle, H. Gregory McDonald, Verne Oberbeck, Kurt L. Othberg, Mark Seyfried, E. J. Smith, Edward Squires, Charles J. Waag (Emeritus), Monte D. Wilson (Emeritus), 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>
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</thead>
<tbody>
<tr>
<td>Required courses:</td>
<td></td>
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<tr>
<td>Graduate Core</td>
<td>6</td>
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<tr>
<td>TE 570 Issues in Education</td>
<td>3</td>
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<tr>
<td>TE 563 Conflicting Values in Education</td>
<td>1</td>
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<td>Elective Courses (Select two from the following):</td>
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<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>
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<tr>
<td>TE 568 Techniques of Classroom Instruction</td>
<td>1</td>
</tr>
<tr>
<td>TE 569 Testing and Grading</td>
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</tr>
<tr>
<td>TE 573 Instructional Techniques-Elementary School</td>
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</tbody>
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Master of Science in Education, Earth Science (continued)

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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GO 403G ENGINEERING GEOLOGY (2-3-3)(S) (Field trip required)</td>
<td>16</td>
</tr>
<tr>
<td>GO 412G HYDROGEOLOGY (3-0-3)(S) (Field trip required)</td>
<td>12</td>
</tr>
<tr>
<td>GO 431G PETROLEUM GEOLOGY (2-3-3)(F) (Field trip) (Alternate years)</td>
<td>12</td>
</tr>
<tr>
<td>GO 450G GEOLOGY OF NATIONAL PARKS (3-0-3)(S)</td>
<td>12</td>
</tr>
<tr>
<td>GO 451G PRINCIPLES OF SOIL SCIENCE (3-0-3)(F/S) (Alternate Years)</td>
<td>12</td>
</tr>
<tr>
<td>GO 460G VOLCANOLOGY (2-0-2)(F) (Field trip) (Alternate years)</td>
<td>12</td>
</tr>
</tbody>
</table>

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

Content area courses | 14 |
Approved electives | 7 |
A final comprehensive oral and/or written examination over coursework and the thesis or project is required.
GO 593 Thesis or GO 591 Project | 6 |
Total | 33 |

Course Offerings

Additional work will be required to receive graduate credit for undergraduate courses.

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, GO 314.

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

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

GO 451G PRINCIPLES OF SOIL SCIENCE (3-0-3)(F/S) (Alternate Years). 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 volcanotectonic 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,
earth disposal. Term reports required, field trips required. This course
can be taken for undergraduate credit by filling 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)
(F/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)(F/S). Chemical equilibrium
applied to natural water systems. Oxidation and reduction in
sedimentation and ore genesis, methods of exploration geochemistry,
crystallization of magmas, ore-forming solutions, isotope
geochemistry. This course can be taken for undergraduate credit by
filing necessary forms. Field trip required. PREREQ: GO 101, C 133,
M 204.

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

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

GO 596 DIRECTED RESEARCH (6-0-4). 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
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 and Computer Science
Math/Geosciences Building, Room 235
Telephone 208 385-1172
FAX 208 385-1356
http://math.idbsu.edu
email: office@math.idbsu.edu

Teachr Education Graduate Programs Coordinator: Roger Stewart, College of Education
Associate Department Chair: Alan Hausrath, Mathematics and Computer Science
Full Graduate Faculty: Robert Anderson, Kathleen Ayers, Tomek Bartoszynski, James Buffenbarger, Phillip Eastman, Alex Feldman, David Ferguson, Stephen Grantham, John Griffin, Alan Hausrath, Randall Holmes, Robert Hughes, Amit Jain, Mary Jarratt Smith, Robert Juola, Joanna Kania-Bartoszynska, Otis Kenny, Charles Kerr, Daniel Lamet, Giles Maloof, William Mech, Marion Schepers, Robert Sulanke, Sharon Wålen, Frederick Ward
Associate Graduate Faculty: Douglas Bullock, John Lush

General Information
This program is being revised. Interested students should contact Dr. Alan Hausrath at 208-385-1304 or hausrath@math.cs.idbsu.edu.

Course Offerings

M MATHEMATICS

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

M 591 PROJECT (May be taken for 3 to 6 credits). A project may include, but is 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) (SU). The nature of contemporary applied mathematics and its use in decision making in modern society. The emphasis will be on conceptual understanding and appreciation of the vast variety of problems which can be solved by mathematics. Generally topics will be selected from material in management science, statistics, social choice, or geometry of size and shape. PREREQ: Possession of a teaching certificate.

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

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

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

Degree Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E 500 Introductory Seminar</td>
<td>3</td>
</tr>
<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>
<td></td>
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</tbody>
</table>

Graduate English Courses:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
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<tbody>
<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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<tr>
<td>E 540 Myth in Literature</td>
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<tr>
<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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<th>Credits</th>
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<td>15-30</td>
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### Master of Arts in English (continued)

<table>
<thead>
<tr>
<th>Course Offerings</th>
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<tbody>
<tr>
<td>Additional work will be required to receive graduate credit for undergraduate G courses.</td>
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</tbody>
</table>

#### 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 509 or PERM/INST.

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

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

E 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 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. (Repeatable for credit.)

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

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

E 554 INTRODUCTION TO APPLIED RESEARCH AND PROJECTS IN THE ENGLISH LANGUAGE ARTS (3-0-3)(F/S). Methods of and approaches to conducting applied research in classrooms and the workplace and developing projects in the English Language Arts from such research. This course is recommended for
Master of Arts in English

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). 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 in-depth study 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 READINGS 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 exploration of the theoretical context of current writing and writing pedagogy. PREREQ: E 501 or E 581 or PERM/CHAIR.

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 Literature and Film, Teaching Basic Writing, and Form and Theory of Nonfiction.

TECHNICAL COMMUNICATION COURSES

E 511 INTRODUCTORY SEMINAR IN 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 TECHNICAL RHETORIC AND GENRES (3-0-3)(F). An advanced study of technical communication for those students who are or expect to become professional technical communicators. Students will write reports, proposals, manuals and online documents related to their own backgrounds and fields of interest. The topics of study include modern theories of readability, focusing on research in semantics, syntax, and pragmatics, and hypertext, and current trends in technical communication. PREREQ: E 302 or E 402 or E 511 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, production editing, and online editing, as well as the theory and ethics of editing. PREREQ: E 512 or PERM/INST.

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

E 515 VISUAL RHETORIC AND INFORMATION DESIGN (3-0-3)(F/S). A study and application of the rhetorical elements of design, including color, line, form, images, and type. Students will apply principles of visual rhetoric in creating print and online technical documents. PREREQ: E 513 or PERM/INST.

E 516 TOPICS IN PRINT DOCUMENT PRODUCTION (3-0-3)(F/S). Study and application of the principles and techniques involved in taking print documents from conception to production. Topics will vary, but may include desktop publishing, estimating time and cost, selecting paper and binding, working with pre-press and printing companies, and selecting appropriate distribution systems. The course assumes experience with page layout software on personal computers. This course may be taken twice for credit. PREREQ: E 515 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
General Information

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

2. A baccalaureate degree has been granted from an accredited institution.
3. A minimum cumulative grade point average of 2.75 on a 4.0 scale, and at least a 3.0 G.P.A. the last two years of undergraduate work has been earned.
4. An appropriate pattern of classes providing a foundation for the graduate area of study as determined by Health, Physical Education and Recreation Department Graduate Faculty has been completed.
5. The Coordinator of the Graduate Program recommends acceptance and approval is granted by the Graduate College.

Degree Requirements

<table>
<thead>
<tr>
<th>Master of Science in Exercise and Sport Studies</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
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<tr>
<td>COREQ: PE 500 Functional Anatomy .......... 3</td>
<td>15</td>
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<tr>
<td>PE 510 Physiology of Activity .......... 3</td>
<td></td>
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<tr>
<td>PE 520 Biomechanics .......... 3</td>
<td></td>
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<tr>
<td>PE 530 Psychology of Exercise &amp; Sport .......... 3</td>
<td></td>
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<tr>
<td>PE 560 Motor Learning .......... 3</td>
<td></td>
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<tr>
<td><strong>RESEARCH TOOLS</strong></td>
<td>6</td>
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<tr>
<td>PE 551 Research Design in Physical Education .... 3</td>
<td></td>
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<tr>
<td>or TE 551 Fundamentals of Educational Research .... 3</td>
<td></td>
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<tr>
<td>TE 552 Statistical Methods in Physical Education .......... 3</td>
<td></td>
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<tr>
<td><strong>SUGGESTED ELECTIVES</strong></td>
<td>9-12</td>
</tr>
<tr>
<td>PE 310G &amp; 312G Exercise Physiology &amp; Lab .......... 3</td>
<td></td>
</tr>
<tr>
<td>PE 351G &amp; 352G Kinesiology &amp; Lab .......... 3</td>
<td></td>
</tr>
<tr>
<td>PE 401G Kinesiology (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.</td>
<td></td>
</tr>
<tr>
<td>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 306G is required.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
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</tr>
<tr>
<td>PE 312G LABORATORY FOR EXERCISE PHYSIOLOGY (0-2-1) (F/S). The laboratory to accompany PE 310G. COREQ: Concurrent enrollment in PE 310G is required.</td>
<td></td>
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<tr>
<td>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.</td>
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</tr>
<tr>
<td>PE 352G LABORATORY FOR KINESIOLOGY (0-2-1)(F/S). The laboratory to accompany PE 351G. COREQ: Concurrent enrollment in PE 351G is required.</td>
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<tr>
<td>PE 351G &amp; 352G Human Growth &amp; Motor Learning &amp; Lab .......... 3</td>
<td></td>
</tr>
<tr>
<td>PE 310G &amp; 312G Exercise Physiology &amp; Lab .......... 3</td>
<td></td>
</tr>
<tr>
<td>PE 351G &amp; 352G Kinesiology &amp; Lab .......... 3</td>
<td></td>
</tr>
<tr>
<td>PE 401G Kinesiology (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.</td>
<td></td>
</tr>
<tr>
<td>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 306G is required.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>PE 312G LABORATORY FOR EXERCISE PHYSIOLOGY (0-2-1) (F/S). The laboratory to accompany PE 310G. COREQ: Concurrent enrollment in PE 310G is required.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
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</tr>
<tr>
<td>PE 352G LABORATORY FOR KINESIOLOGY (0-2-1)(F/S). The laboratory to accompany PE 351G. COREQ: Concurrent enrollment in PE 351G is required.</td>
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</tr>
<tr>
<td>PE 401G PSYCHO/SOCIAL ASPECTS OF ACTIVITY (3-0-3)(F/S). The course examines the cultural aspects of sport including educational, religion, political, social and economical values. Psychological factors related to performance include personality, motivation and anxiety. PREREQ: Upper Division standing.</td>
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<tr>
<td>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, indepth study of joint structure and function, gross-motor-movement, and skill will be included. Video analysis will be utilized.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>PE 525 MECHANICAL ANALYSIS OF MOTOR ACTIVITIES (3-0-3). An introduction to the analysis techniques used to study the mechanics of human motion. Topics will include cinematography, videography, force transducers, electromyography and computer analysis techniques. PREREQ: PE 520 or PERM/INST.</td>
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</tr>
<tr>
<td>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/cop ing strategies.</td>
<td></td>
</tr>
</tbody>
</table>

A maximum of 6 credits of G designated undergraduate courses may be used as electives.
A revolving four year draft of graduate offerings is available upon request from the Department of HPER, G 209.

Course Offerings

Additional work will be required to receive graduate credit for undergraduate G courses.

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 306G 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 310G 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 351G is required.

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

PE 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, 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, 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/cop ing strategies.
Master of Physical Education in Athletic Administration

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). A critical examination of health promotion and education policy with an emphasis on planning, implementation and evaluation of health programs for various public sectors. Cross-listed with MH 570.

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: Admission to candidacy and approval of the student's graduate committee.

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.

Master of Physical Education in Athletic Administration

Department of Health, Physical Education and Recreation
Gymnasium, Room 209
Telephone: 208 385-3709
FAX: 208 385-1894
e-mail: pfeiffer@bsu.idbsu.edu

Graduate Program Coordinator: Ron Pfeiffer
Department Chair: Ross Vaughn
Full Graduate Faculty: Sherman Button, Werner Hoeger, Bill Kozar, Linda Petlichkoff, Ron Pfeiffer, Glenn Potter, Ross Vaughn
Associate Graduate Faculty: Kenneth Bell, Chad Harris, John McChesney, Caile Spear, Connie Thorngren

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 in Boise. Entering students will be able to complete the entire 30-33 credit hour degree in Boise 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.

2. ISU will be limited to offering three credits per semester in Boise.

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.

Application and Admission Requirements

Students will register at Boise State University for all ISU and BSU courses taken in Boise 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.
Master of Physical Education in Athletic Administration

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 in Boise 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>
</tr>
</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 (PE 605) Leadership &amp; Administration..........3</td>
<td></td>
</tr>
<tr>
<td>AA 515 or PE 550 (PE 615) Philosophy of Athletics.................................3</td>
<td></td>
</tr>
<tr>
<td>AA 531 (PE 631) Athletics &amp; the Law.........................3</td>
<td></td>
</tr>
<tr>
<td>AA 535 (PE 635) Management of Athletics ...............3</td>
<td></td>
</tr>
<tr>
<td>AA 540 or PE 551 (PE 640) Research &amp; Writing.............3</td>
<td></td>
</tr>
<tr>
<td>AA 549 (PE 649) Issues in Administration...............3</td>
<td></td>
</tr>
<tr>
<td>THEESIS OPTION</td>
<td></td>
</tr>
<tr>
<td>AA 550 (PE 650) Thesis.........................1-6</td>
<td></td>
</tr>
<tr>
<td>Approved Electives .....................................6</td>
<td></td>
</tr>
<tr>
<td>or .........................................................</td>
<td></td>
</tr>
<tr>
<td>NON-THESIS OPTION</td>
<td></td>
</tr>
<tr>
<td>AA 510 (PE 610) Advanced Sport Psychology ..........3</td>
<td></td>
</tr>
<tr>
<td>AA 545 (PE 645) Sports Medicine.......................3</td>
<td></td>
</tr>
<tr>
<td>Approved Electives .....................................9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30-33</td>
</tr>
</tbody>
</table>

The MFA degree program is designed to engage the student in both the theory and practice of their elected discipline. Graduate students are encouraged to explore and integrate other relevant disciplines. Course work centers around applied study, art history, theory and criticism. A final exhibition and a written thesis, approved and passed by the graduate faculty are required.

Admission Requirements

To be considered as a graduate student in the MFA program, applicants must possess a B.A., B.F.A., or a M.A. degree in Art from an accredited institution and have a minimum grade point average of 3.0 in art course work.

Students must be admitted to the Graduate College and have official transcripts from all institutions previously attended submitted to Graduate Admissions Office, MG 141, Boise State University, Boise, ID 83725.

Applicants must also provide the following to the Art Department, Boise State University, Boise, ID 83725:

- A portfolio of at least 20 slides of recent art work.
- Three letters of recommendation.
- A statement of personal objectives.
## Degree Requirements

<table>
<thead>
<tr>
<th>Master of Fine Arts, Visual Arts</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td><strong>Art History</strong></td>
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</tr>
<tr>
<td><strong>Studio Courses</strong></td>
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</tr>
<tr>
<td>A. Studio major</td>
<td>24</td>
</tr>
<tr>
<td>B. Studio electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>Seminar and thesis</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>General electives</strong></td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

### Sequence of the Program

<table>
<thead>
<tr>
<th>1st Sem</th>
<th>2nd Sem</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST YEAR</strong></td>
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<tr>
<td>Art History</td>
<td>3 3</td>
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<tr>
<td>Studio Major</td>
<td>6 6</td>
</tr>
<tr>
<td>Studio Elective</td>
<td>3 3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3 3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st Sem</th>
<th>2nd Sem</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECOND YEAR</strong></td>
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</tr>
<tr>
<td>Art History</td>
<td>3 -</td>
</tr>
<tr>
<td>Studio Major</td>
<td>6 6</td>
</tr>
<tr>
<td>Studio Elective</td>
<td>3 3</td>
</tr>
<tr>
<td>Seminar and Thesis</td>
<td>3 3</td>
</tr>
<tr>
<td>General Electives</td>
<td>3 3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15 15</td>
</tr>
</tbody>
</table>

### Course Offerings

Additional work will be required to receive graduate credit for undergraduate G courses.

**AR ART**

**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 371G HISTORY OF TWENTIETH CENTURY AMERICAN ART (3-0-3)(F).** Beginning with a short survey of American Art from the Ashcan School through the Thirties with concentration on Abstract Expressionism, Pop, Op, and Minimal. Critical writings will be assigned. Advisable to take AR 302 prior to AR 371G.

**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. The following courses are reserved for matriculated graduate art students. Enrollment in these courses requires permission of the Chair of the Department of Art.

**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.
Master of Science in Geology

Department of Geosciences
Math/Geosciences Building, Room 225
Telephone 208 385-1581 or 385-1631
FAX 208 385-4061
http://earth.idbsu.edu
e-mail: cspinosa@bsu.idbsu.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. Pelton, Walter S. Snyder, Claude Spinosa, Craig M. White, Spencer H. Wood
Associate Graduate Faculty: James P. McNamara, Paul Michaels
Adjunct Graduate Faculty: Warren Barrash, William P. Clement, Thomas M. Clemo, Vladimir I. Davydov, Mary Donato, Virginia Gillerman, Michael D. Knoll, Mitchell W. Lyle, H. Gregory McDonald, Verne Oberbeck, James Osinskiy, Kurt L. Othberg, Mark Seyfried, E. J. Smith, Edward Squires, Charles J. Waag (Emeritus), Monte D. Wilson (Emeritus), 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 original research that involves field work. The department does not offer an option for the M.S. degree in Geology 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 via video and live video link and may be counted towards the M.S. degree. 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 MS 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 biostratigraphy of Nevada; stratigraphy, sedimentology, paleontology and biostratigraphy of southern Russia and northern Kazakhstan; watershed hydrology; fluvial geomorphology; groundwater hydrology and groundwater-surface water interactions. 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.

Students are encouraged to attach to the department's home page at: http://earth.idbsu.edu and to the home pages for research units with 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@bsu.idbsu.edu or http://earth.idbsu.edu for the most up-to-date information. Information regarding the cooperative program may also be obtained from the Geology Graduate Coordinator, Department of Geology, Idaho State University.

Degree Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<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></td>
</tr>
<tr>
<td>The following courses are mandatory for the first year in residence for all students:</td>
<td></td>
</tr>
<tr>
<td>GO 597 Graduate Orientation</td>
<td>1</td>
</tr>
<tr>
<td>GO 597 Graduate Field Geology</td>
<td>1</td>
</tr>
<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></td>
</tr>
<tr>
<td>GO 598 Graduate Seminar</td>
<td>1</td>
</tr>
<tr>
<td>A maximum of 6 graduate thesis credits may be applied towards graduation.</td>
<td></td>
</tr>
<tr>
<td>GO 593 Thesis</td>
<td>21</td>
</tr>
<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></td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
</tr>
</tbody>
</table>
Course Offerings

Additional work will be required to receive graduate credit for undergraduate G courses.

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. Geologic 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 301, 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 (Alternate years.).

GO 451G PRINCIPLES OF SOIL SCIENCE (3-0-3)(F/S) (Alternate Years). 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. 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)(Odd Years). A study of igneous rocks with emphasis on their origin and the processes responsible for their diversity. Exercises will make use of the petrographic microscope and the departmental computer facilities. A field trip is required. PREREQ: GO 233, GO 243, C 131.

GO 531 REGIONAL GEOLOGY OF NORTH AMERICA (3-0-3) (F/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 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 through 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: 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 MINERAL RESOURCES, GEOLOGY AND THE ENVIRONMENT
GO 597 PRINCIPLES OF SOIL SCIENCE
GO 597 RESEARCH TOPICS IN GEOTECTONICS
GO 597 APPLIED GEOHYDROLOGIC CONCEPTS
GO 597 ECONOMIC EVALUATION OF MINERAL RESOURCES
GO 597 BIOSTRATIGRAPHY, GRAPHIC CORRELATION
GO 597 TECTONIC EVOLUTION OF THE URAL MOUNTAINS
GO 597 AUTOCAD APPLICATIONS IN GEOLOGY
GO 597 ADVANCED STRATIGRAPHY
GO 597 CRUSTAL LITHOLOGY AND TECTONICS
GO 597 QUATERNARY GEOLOGY
GO 597 GRADUATE ORIENTATION
GO 597 GRADUATE FIELD GEOLOGY
Master of Science in Geophysics

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
FAX 208 385-4061
email: vgarrett@bsu.idbsu.edu

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, Craig M. White, Spencer H. Wood
Associate Graduate Faculty: James P. McNamara, Paul Michaels
Adjunct Graduate Faculty: Warren Barrash, William P. Clement, Thomas M. Clemo, Mary M. Donato, Virginia Gillerman, Michael D. Knoll, Mitchell W. Lyle, Mark Seyfried, Charles J. Waag (Emeritus), Monte D. Wilson (Emeritus), James E. Zollweg

General Information

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

- geophysical theory and methods including the quantification of error and resolution;
- problem definition, characteristics of an acceptable scientific solution, and an understanding of the effort required to reach an acceptable solution;
- the interaction 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 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;
- 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. Geophysics program who submit all 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 B.S. 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>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master of Science in Geophysics</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Credit Requirements:</strong></td>
<td></td>
</tr>
<tr>
<td>The BSU Master of Science in Geophysics requires 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><strong>30</strong></td>
</tr>
</tbody>
</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

Additional work will be required to receive graduate credit for undergraduate G courses.

GP GEOPHYSICS

The following courses are considered background courses and cannot be applied toward the M.S. in Geophysics: GP 303G, GP 305G, and GP 308G.

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 275, M 333, 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 555, GP 560, or GP 565 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 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 BOREHOLE GEOPHYSICS (2-3-3)(F/S). Principles of geophysical, geological, and hydrological measurements in boreholes with emphasis on applications to hydrogeology and petroleum geology. Design of water wells and methods of data collection while drilling. Geological interpretation and formation evaluation of conventional petroleum industry well logs. Integration of borehole geophysics, seismic reflection data, and geology for water resource studies and petroleum exploration. Field work in borehole logging and digital data acquisition using electrical, natural gamma, temperature, fluid resistivity, caliper, casing-locator, and flowmeter tools. PREREQ: GP 301 or GP 305 or PERM/INST.

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

GP 515 STRATIGRAPHIC INTERPRETATION OF SEISMIC DATA (3-0-3)(S). Seismic sequence and seismic facies analysis, isochronous reflections, seismic stratigraphy of depositional systems, sea level cycles, seismic modeling, hydrocarbon indicators, lithology from velocity and seismic amplitude variation with offset, use of shear waves and vertical seismic profiling. Interpretation project involving seismic modeling. PREREQ: GP 465 or GP 565.

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 410.

GP 525 EARTHQUAKE SEISMOLOGY (3-0-3)(F). Earthquake source theory; waves from a point dislocation source in a radially symmetric Earth, reflection and refraction at a plane interface, surface waves, free oscillations; theory of the seismograph, interpretation of seismograms, travel-time curves, hypocenter determination, fault-plane solutions, magnitude, properties of the Earth's interior; seismotectonics and seismic hazards. Field and laboratory exercises. PREREQ: GO 101, M 333.


GP 555 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 560 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 565 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 575 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, EE 222 or PERM/INST.

GP 579 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 333 or PERM/INST.

UoL Graduate Course Offerings

Geoph 520 Exploration Geophysics..........................3
Geoph 521 Mining Geophysics...............................3
Geoph 523 Seismic Stratigraphy............................3
Master of Health Science

College of Health Sciences
Health Science Building, Room 103
Telephone 208 385-4116
FAX 208 385-3469
http://www.idbsu.edu/health/mhpolicy
E-mail: gshook@bsu.idbsu.edu

Graduate Program Director: Gary Shook
Department Chair: James Taylor
Full Graduate Faculty: Les Alm, Conrad Colby,
John Freemuth, Richard Kinney, James Munger, Sara LaRiviere,
Elaine Long, Judith Murray, David Patton, Larry Reynolds,
Robert Rychert, Gary Shook, Caile Spear, Mark Snow,
Lee Stokes, James Taylor, James Weatherby, Stephanie Witt
Associate Graduate Faculty: Rudy Andersen
Adjunct Graduate Faculty: Lyla Hill, Galen Louis,
Richard Olsen, Phyllis Sawyer

General Information

The Master of Health Science (MHS) degree program is designed primarily for the working health professional employed in state and local health agencies, health care institutions, and in private practice. The program, with its areas of emphasis in health policy, environmental health, substance abuse, general health research, and health promotion prepares health professionals to be more effective as advocates, administrators and critics of our health delivery systems. It is designed to serve the working professional without interrupting their employment, yet meet the necessary standards for graduate level work.

Although the degree is administered by the College of Health Sciences, graduate faculty are drawn from several programs across campus, including Public Affairs, Economics, Physical Education, and Biology. The Master of Public Administration (MPA) program, with lead responsibility in the area of public policy, is a key partner in the health policy area of concentration.

Application and Admission Requirements

To be considered for admission to the MHS 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), Miller Analogy Test (MAT), or Graduate Management Admission Test (GMAT) scores be sent to Graduate Admissions Office.

Although the requirements of the BSU Graduate College also govern the MHS degree program, the Certificate of Admission to enroll in graduate courses at BSU does not guarantee admission into the MHS program.

II. Apply for admission to Master of Health Science (MHS) program.

A. Application procedure.
   1. Submit letter of interest and curriculum vita or biographical sketch to MHS Program Director in the College of Health Sciences.
   2. Request official transcripts from each institution attended be sent directly to MHS Program Director.
   3. Request three (3) letters of recommendation (two of which must be academic letters of reference) be sent directly to MHS Program Director. 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, substance abuse or financing and administration of health care 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, substance abuse, or financing and administration, or other organizations providing hands-on experience with health policy or program development and implementation.
   3. Required test scores.
      Applicants are required to submit scores from one of three exams: A minimum combined score of 1000 on the verbal and quantitative portions of the GRE is required. Minimum acceptable score on the GMAT is 475 and a minimum predictive score of 50 is required on the MAT.
   4. Grade point average of 3.00 during the last sixty hours of undergraduate course work.
   5. Prerequisites.
      The student must provide evidence to the MHS Program Director or individual course instructors that necessary prerequisites are met.
   6. A personal interview may be required.

Students not meeting the above requirements may be admitted to the program on a provisional status. Applications of students selecting the health policy area of concentration must be approved by both the MHS Program Director and the MPA Program Director.
Master of Health Science

Graduate Assistantships
Graduate assistantships covering tuition and fee waivers may be available through research grants and contracts. Contact the MHS director for information on assistantships which may be available from these sources.

Degree Requirements
A minimum of 33 credits is required for graduation (excluding internship credits). The MHS 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 (33-35 credits) is comprised of required courses of 11-13 credits with an additional 22-24 credits of required area of concentration courses and elective courses. The student, counseled by a graduate committee or the MHS Program Director, selects the elective courses. Electives may come from throughout BSU. Selected courses are also available from Idaho State University's Master of Public Health program. In order to enroll in required courses, students must first be admitted to the MHS program or obtain permission of the Program Director. No more than 9 credits of 300-400G courses will count toward the MHS degree.

### Master of Health Science, Graduate Core

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MH 505 Health Science Inquiry</td>
<td>2</td>
</tr>
<tr>
<td>MH 535 Ethics of Health Policy</td>
<td>2</td>
</tr>
<tr>
<td>MH 555 Program Evaluation in the Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MH 591 Project</td>
<td>4-6</td>
</tr>
<tr>
<td>MH 593 Thesis</td>
<td>4-6</td>
</tr>
</tbody>
</table>

### Master of Health Science, Environmental Health

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 9 credits from the following:</td>
<td>9</td>
</tr>
<tr>
<td>B 415 G Applied/Environmental Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>B 501 Biometry or ISU MPH 602, 603</td>
<td>4</td>
</tr>
<tr>
<td>EH 442G Hazardous Waste Management</td>
<td>3</td>
</tr>
<tr>
<td>EH 450G Environmental Health Law</td>
<td>2</td>
</tr>
<tr>
<td>EH 510 Advanced Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>EH 515 Occupational Safety &amp; Health</td>
<td>3</td>
</tr>
<tr>
<td>EH 517 Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>H 304G Public Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>H 480G Epidemiology (or ISU MPH 601)</td>
<td>3</td>
</tr>
<tr>
<td>MH 560 Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>MH 570 Public Health Promotion/Education</td>
<td>3</td>
</tr>
</tbody>
</table>

(continued)
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 or project; to conduct the thesis/project defense; to approve the final thesis/project; 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. The committee must be established no later than advancement to candidacy.

Thesis/Project

The thesis, or project provides Health Science 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 science topic. Total credits for thesis or project vary from 4 to 6 and will be determined by the student’s committee. No student may sign up for either option until successfully completing MH 505 Health Science Inquiry, and being advanced to candidacy following completion of at least 18 credits of selected course work.

Electives

Electives may be taken anywhere in the university but must be approved by the student’s graduate committee and the MHS 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. BSU graduates with any listed course in undergraduate work which applied to the undergraduate degree may not apply that course to the graduate degree.

TOTAL 33-35

Health Professions Internship

Students are expected to have work experience in some part of environmental health, health care delivery, substance abuse, or financing and administration 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 MHS 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.

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 or project; to conduct the thesis/project defense; to approve the final thesis/project; 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. The committee must be established no later than advancement to candidacy.
Master of Health Science

Course Offerings

Additional work will be required to receive graduate credit for undergraduate G courses.

B BIOLOGY

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

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/INSTR.

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 MHS program, or PERM/PROGRAM DIRECTOR.

EH ENVIRONMENTAL HEALTH

EH 442G HAZARDOUS WASTE MANAGEMENT (2-0-2) (S). Historical, regulatory and technical aspects of hazardous waste management, relating primarily to the requirements of the Resource Conservation and Recovery Act and the Comprehensive Environmental Reclamation, Compensation and Liability Act.

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/INSTR. Even-numbered years.

EH 510 ADVANCED ENVIRONMENTAL HEALTH (3-0-3) (F/S). As a review for the practicing professional and foundation for the recent graduate, discussion will focus on current issues in environmental health management. The course will provide an overview of basic concepts of water quality management, food protection, solid and hazardous waste management, vector and occupational hazard control and others, and will emphasize effective management and decision-making models. PREREQ: Admission to MHS program or PERM/INSTR.

EH 515 OCCUPATIONAL SAFETY & HEALTH (2-3-3) (F/S). Recognition, evaluation, and control of environmental health hazards or stresses (chemical, physical, biological) that may cause sickness, impair health, or cause significant discomfort to employees or residents of the community. The course is taught concurrently with an undergraduate session, with additional course work and/or projects required of graduate students. PREREQ: Admission to MHS program and one year each undergraduate physics and organic chemistry, or PERM/INSTR.

EH 517 PRINCIPLES OF TOXICOLOGY (2-0-2) (F/S). An examination of the absorption, distribution, and excretion of toxicants in humans and health effects on target organs. Toxicologic evaluation, risk assessment, fate of hazardous substances in the environment and policies for the control of such substances will also be discussed. The course is taught concurrently with an undergraduate session, with additional course work and/or projects required of graduate students. PREREQ: Admission to MHS program and one year each undergraduate chemistry and biology for science majors, or PERM/INSTR.

H HEALTH

H 364G 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 Sciences major or PERM/INSTR.

H 445G ALCOHOL/DRUG ABUSE AND THE FAMILY (3-0-3) (F/S). An examination of the effects of chemical abuse on the family system. Included are the roles family members assume to accommodate the chemically dependent person, and the financial and emotional costs to the entire family. Special attention is given to intervention and other treatment approaches.

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 Sciences major or PERM/INST and statistics or M 505.

MH MASTER OF HEALTH

MH 505 HEALTH SCIENCE INQUIRY (2-0-2) (F/S). Basic inquiry into the history of modern health science research and the scientific method. Problem solving strategies and methodologies for research and study will be discussed. Students will each develop a prospectus of study. The course is to be completed before a project or thesis is undertaken. PREREQ: Statistics and admission to MHS program or PERM/INSTR.

MH 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.

MH 520 MEDICAL CARE SYSTEMS (3-0-3) (F/UL). 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 MHS program or PERM/PROGRAM DIRECTOR.

MH 535 ETHICS AND HEALTH POLICY (2-0-2) (S). Systematic examination of ethics as it relates to decision making in health policy. Discussion includes the moral issues of health care quality, right to life and right to death. PREREQ: Admission to MHS program or PERM/INSTRUCTOR.

MH 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 problems solving using local and national computer data networks. PREREQ: Statistics and PERM/INSTRUCTOR.

MH 545 FOUNDATIONS OF CHEMICAL DEPENDENCY (3-0-3) (F/S). An overview of the psychological, pharmacological, physiological and educational aspects of chemical dependency.
MH 549 COUNSELING TECHNIQUES FOR CHEMICAL DEPENDENCY (3-0-3) (F/S). (Cross-listed CD 510 and 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 only be taken for MH, CD, or TE.

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, administration and financing of the health care system are reviewed and recent changes and their effects 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 MHS program or PERM/INSTRUCTOR.

MH 555 PROGRAM EVALUATION IN HEALTH DELIVERY SETTINGS (3-0-3) (S). Topics include evaluation overview, models, and evaluative study objectives, methodological design, interpretation of data, and final report preparation. The course includes a thorough review of statistics and sampling as they apply to program evaluation methodologies. PREREQ: Undergraduate statistics, MH 505 and admission to MHS program, or PERM/INSTRUCTOR.

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.

MH 570 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 MHS program or PERM/INSTRUCTOR. Cross-listed with PE 570.

MH 590 PRACTICUM/INTERNSHIP (0-V-3).
MH 591 PROJECT (0-V-4).
MH 593 THESIS (0-V-6).
MH 596 DIRECTED RESEARCH (0-V-3).
MH 597 SPECIAL TOPICS (0-V-3).
MH 598 SEMINAR IN HEALTH POLICY (2-V-2).

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 emphasis on political, legal, economic and social institutions, and processes. PREREQ: Admission to MHS program or PERM/PROGRAM DIRECTOR.

PA 501 PUBLIC POLICY PROCESS (3-0-3) (S). Process of policymaking both within an agency and within the total governmental process, emphasizing policy and program planning, policy implementation and the value system of administrators. PREREQ: Admission to MHS program or PERM/PROGRAM DIRECTOR.

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. PREREQ: Admission to MHS program or PERM/PROGRAM DIRECTOR.

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.

P PSYCHOLOGY

P 331G THE PSYCHOLOGY OF HEALTH (3-0-3) (F/S). Principles that have emerged from the experimental analysis of behavior will be examined. The principles include, but are not limited to, operant and classical conditioning. The course will deal with applications of these principles to the understanding and change of phobias, obesity, smoking, alcoholism, aberrant behavior, and similar problems. PREREQ: P 101.

Idaho State University Courses:

MPH 601 Applications in Epidemiology
MPH 602 Introduction to Biostatistics
MPH 603 Applications in Biostatistics
MPH 606 Environmental Health
Master of Arts in History

Department of History
Library Building, Room 192
Telephone 208 385-1255
Fax 208 385-4058
http://www.idbsu.edu:80/history
e-mail: histadm@bsu.idbsu.edu

Director of Graduate Studies: Sandra Schackel
Department Chair: Peter Buhler
Full Graduate Faculty: Peter Buhler, Allan Fletcher, Errol Jones, Phoebe Lundy, Nicholas Miller, 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, Alan Virta.

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 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 his or her 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 his or her 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 semester prior to expected enrollment. At that time the student will pay the application fee, fill out an application form and make provision to have transcripts 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 their Graduate Record Examination (GRE) scores.

The History Department can take no action on the application until all of the above materials have been received. Applicants who wish to enroll in the fall semester should complete applications by March 1. Applicants who wish to enroll in the spring semester should complete applications by October 1. Applications completed after these dates may well have consideration delayed until after the start of the next semester.

**Admission:** Minimum requirements include a bachelor’s degree in history, or its equivalent, from an accredited institution or a strong history background (more than 20 semester hours) within the 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 may apply for provisional status.

Applicants must also be aware that some areas require additional foreign language skills or other research tools.
Master of Arts in History

Degree Requirements

The Master of Arts in History will consist of a minimum of thirty-three hours, planned by the student in conjunction with the student's advisory committee (or, before the committee is established, the director of graduate studies). The student will establish an advisory committee as soon as possible, normally during the first semester enrolled. 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.

Required core courses:
All students will take two core courses, including
- HY 500 Historians and Historical Interpretation...3
and one of the following three courses:
- HY 512 Sources of Western Traditions............3, or
- HY 513 Sources of Non-western Traditions ...3, or
- HY 520 Sources of American Values ..............3
This second core course should be chosen to support the student's major field.

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

Thesis or Project Option:
- HY 591 Project..........................3
- HY 593 Thesis..........................6
The student must decide, with the advice and consent of his or her 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.

Total 33

Course Offerings

Additional work will be required to receive graduate credit for undergraduate G courses.

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.

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. 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. PREREQ: Admission to graduate program or PERM/CHAIR.
Master of Science in Instructional & Performance Technology

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

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

HY 596 DIRECTED RESEARCH (3-6-3). 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.


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

Department of Instructional & Performance Technology
Engineering Technology Building, Room 338
Telephone 208 385-1312
FAX 208 385-1970
http://coe.idbsu.edu/coeng/dep/ipt.htm
e-mail: iburnet@bsu.idbsu.edu

Department Chair and Graduate Program Director:
David Cox

Full Graduate Faculty: David Cox, Mark Eisley, Donald Winiecki

Adjunct Graduate Faculty: Jonathan Agras, Bobbie Allaire, Patricia Anson, Marcia Belcheir, Jeff Cerny, S. Youn Chyung, Larry Crookham, Daniel Eastmond, Theodore Eisele, Robert Erickson, Peggy Ertmer, Jo Ann Fenner, Ben Hambelton, Thomas Heinzen, Heber Moore, Timothy Newby, David Ripley, Charles Winborne

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, select, and design proposed training programs and delivery systems. 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 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 Delivery**

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 the Internet, videotapes, audio tapes, computer-assisted instruction, computer programs, data bases, slow-scan video, facsimiles, printed materials, 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. Idaho residents may apply for a discounted rate. (DE courses do not follow the normal schedule indicated in the course descriptions which follow; 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 586 (or better) computer (or equivalent Macintosh system); 20 megabytes of RAM; VGA graphics capability or better; at least 150 megabytes of free space available on a hard disk drive; Windows 95 (or newer) or NT; 28.8 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 to gain access to a fax machine. Some courses may also require students to have full Internet access.

Both the on-campus and delivery courses are 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 courses clearly meet 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 of 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 April 1.

**IPT Institute**

The *Institute for Instructional Technology & Performance Improvement* ("IPT Institute") is a State Board-approved facet of the Department of Instructional & Performance Technology. It offers students the opportunity to pursue practical, "hands-on" experience in designing, developing and implementing performance technology solutions for a variety of business clients. Each semester the Institute generates numerous opportunities for student internships, research, and projects. Most of these opportunities provide students with the benefits of remuneration and professional contacts. The invaluable work experience available through the IPT Institute helps students prepare for future employment by exposing them to timely business issues and concerns, developing autonomous and team problem solving skills, and fostering networking opportunities critical to success in today's business world. Interested students should contact the IPT Office for more information.

**Application and Admission Requirements**

Admission requirements will be based on the following information:

1. Documented evidence of an earned baccalaureate degree from an accredited institution.
2. A minimum GPA of 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 by achieving a minimum score of 50 on the Miller Analogy Test (MAT) or at least 500 on the Verbal Section of the Graduate Record Examination (GRE).
3. 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. 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.

4. If you do not have a GPA of 3.0 or higher for your last two years of course work, then obtain information for taking the MAT or the GRE from the Counseling and Testing Center at BSU. Have your scores sent to the Graduate Admissions Office at BSU (code 4018).

5. Students intending to take DE courses must also complete the IPT Equipment Availability Checklist.

6. After Steps 1 through 5 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, 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. The IPT Program Committee will decide which credits, if any, will be accepted.

Degree Requirements

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<td>IP 530 Evaluation Methodology <strong>or</strong></td>
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<td>IP 531 Overview of Research Design, Measurement, &amp; Statistics</td>
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<td>IP 535 Learning Theory for Instructional Designers, <strong>or</strong></td>
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<td>TE 582 Instructional Theory</td>
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<td>IP 536 Introduction to Instructional and Performance Technology</td>
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<td><strong>Thesis Option:</strong></td>
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**Electives:**
Appropriate electives will be selected by the student and his/her advisor based on an evaluation of the student's educational and professional goals. **Note:** Some courses may be offered only on campus or by distance.

**Suggestions:**
- IP 520 Video Delivery Systems
- IP 523 Authoring Skills for Instructional Multimedia
- IP 524 Internet Applications for IPT Professionals
- IP 530* Evaluation Methodology
- IP 531* Overview of Research Design, Measurement, and Statistics
- IP 535* Learning Theory for Instructional Designers
- IP 538 Instructional Strategies
- IP 540 Applications of Learning Styles in Instructional & Performance Technology
- IP 551* Designing Computer-Based Training
- IP 561 Human Factors Engineering
- IP 563 Job Performance Aids (JPAs) & Electronic Performance Support Systems (EPSSs)
- IP 583 Selected Topics in Instructional Technology
- IP 590 Practicum/Internship
- IP 591 Project (Non-culminating activity)
- IP 595 Readings and Conference
- IP 596 Directed Research
- IP 597 Special Topics
- E 512 Advanced Technical Communication
- TE 538* Instructional Courseware Design
- TE 551 Fundamentals of Educational Research
- TE 582 Instructional Theory

*Can be used as either required or elective.

**Academic Scholarship Requirement**
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.
Master of Science in Instructional & Performance Technology (continued)

If a student leaves a course during a semester without following the proper procedures to drop or withdraw, the student will receive a final grade of 'F' in the course. A student who receives an 'F' in a REQUIRED course, is automatically excluded from ANY further Master's degree work at BSU.

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. Consequently, students in the distance education IPT courses are invited to come to campus to participate in the project/thesis option, or they may pursue the nophone option with no obligation to be on campus at any time.

Course Offerings
Additional work will be required to receive graduate credit for undergraduate G courses.

IP INSTRUCTIONAL/PERFORMANCE TECHNOLOGY
IP 450G METHODS AND MEDIA FOR DELIVERING INSTRUCTION VIA TWO-WAY COMPRESSED VIDEO (1-0-1) (F/S/SU). This course will prepare students to make use of compressed video technologies for the delivery of academic and vocational instruction. It will help current and preservice teachers adapt their instructional methods and media for use in a two-way compressed video classroom.

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 (3-0-3)(F). Students learn how to use basic software tools that are used by professionals in authoring computer-based instruction. This course focuses on the mechanics of multimedia authoring, demonstrating how advanced authoring can be used to enhance presentation programs by adding CBT elements, including testing, feedback, and interactive exercises. Topics covered will include an overview of programming code and multimedia integration.

IP 524 INTERNET APPLICATIONS FOR IPT PROFESSIONALS (3-0-3)(SU). An examination of the Internet and World Wide Web for instructional and performance technologists. Through the application of practical and relevant activities, students will learn to use electronic communications effectively, search for and access electronic resources, prepare electronic documents for the Web, and examine critical issues related to the Internet, such as copyright, censorship, and educational applications. Special focus will be given to Internet E-mail, Usenet newsgroups, and the expanding capabilities of the World Wide Web.

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, quantitative vs. qualitative research, and how to critique research in the area of instructional and performance technology.

IP 535 LEARNING THEORY FOR INSTRUCTIONAL DESIGNERS (3-0-3)(S). 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, 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 538 INSTRUCTIONAL STRATEGIES (3-0-3)(F). Instructional strategies constitute the "recipes," templates, or prescriptive patterns that guide, simplify, and "automate" the voluminous task of actually designing the learning activities called for by the front-end analysis in an instructional design project. Students will identify, clarify, justify, and experiment with several types of instructional strategies. Given a variety of instructional needs, students will practice selecting and implementing appropriate strategies. PREREQ: IP 537.

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

IP 540 APPLICATIONS OF LEARNING STYLES IN INSTRUCTIONAL AND PERFORMANCE TECHNOLOGY (3-0-3) (F). An examination of the character features of several learning/cognitive styles and their relation to abilities and performance in the application of Instructional and Performance Technology. Topics include the stylistic preferences for 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. 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 aim to improve performance in the work place or in learning situations. Students practice applying, revising, combining and critiquing HPT processes. PREREQ: IP 536 or PERM/INST.
Master of Arts or Science in Interdisciplinary Studies

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 563 JOB PERFORMANCE AIDS (JPAs) & ELECTRONIC PERFORMANCE SUPPORT SYSTEMS (EPSSs) (3-0-3)(S). Job Performance Aids (JPAs) and Electronic Performance Support Systems (EPSSs) are non-instructional devices that are used to help human workers overcome cognitive limits and improve job related performance. This course will provide students with a review of research and methods related to prescribing, designing, implementing, evaluating and revising JPAs and EPSSs. Students in this class will analyze a human performance problem; then prototype, evaluate and propose revisions on JPAs and EPSSs for the solution of that problem.

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 and 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 a total of 3 semester hours of IP 590 toward their program.

IP 591 PROJECT (0-V-6). Note: 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, "Project, Thesis, and Dissertation Requirements." 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 proposed project. 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). Note: 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). Note: 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 at least 50 hours of reading, thinking, and conferring for each credit hour earned.

IP 596 DIRECTED RESEARCH (Variable). Note: 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 *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
FAX 208 385-3006
e-mail: snorton@bsu.idbsu.edu

Director of Interdisciplinary Studies: Kent Neely

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 makes recommendations to the Interdisciplinary Studies Committee that it be accepted as the student's formal plan of
Master of Arts or Science in Interdisciplinary Studies

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 (although 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
      • states intellectual, professional, or vocational reasons for requesting entry into the program;
      • explains why traditional degree programs do not meet the applicant's needs; and
      • 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 1 for processing during the fall semester or by March 1 for processing during the spring semester. Applicants are strongly encouraged to submit completed IDS application materials by March 1 or October 1 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.

Degree Requirements

<table>
<thead>
<tr>
<th>Master of Arts or Science in Interdisciplinary Studies</th>
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<tbody>
<tr>
<td>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:</td>
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<tr>
<td>1. Course work must be selected from a minimum of two academic areas.</td>
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<tr>
<td>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.</td>
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<td>3. No more than 11 credits of 300G or 400G courses may be applied toward the program.</td>
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<td>4. No more than 9 transfer credits may be included in the program.</td>
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<tr>
<td>5. No more than 9 credits of directed research (596) may be included in the program.</td>
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<tr>
<td>6. Courses may not be challenged for credit.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>11. All work toward the MA/MS degree in Interdisciplinary Studies must be completed within a period of seven years.</td>
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</tbody>
</table>
Course Offerings

ID INTERDISCIPLINARY STUDIES

ID 591 PROJECT (0-V-6). Students are expected to draw critically upon the two or more disciplines studied and to integrate disciplinary insights. Before beginning the Project, a prospectus must be approved by the student’s graduate committee. After its completion, the Project must be defended at an oral examination scheduled by the graduate advisor. PREREQ: Admission to candidacy.

ID 593 THESIS (0-V-6). A Thesis must reflect scholarly integration of the two or more disciplines studied and demonstrate original research or new and logical interpretation of existing data. Before beginning the Thesis, a prospectus must be approved by the student’s graduate committee. After its completion, the Thesis must be defended at an oral examination scheduled by the graduate advisor. PREREQ: Admission to candidacy.

Master of Science in Management Information Systems

College of Business and Economics
Business Building, Room 117G
Telephone 208 385-1126
FAX 208 385-4999
http://cispom.idbsu.edu
e-mail: abuanchu@cobfac.idbsu.edu

Program Administrator: J. Renee Anchustegui
Interim Dean and Graduate Studies Director: Harry White
Full Graduate Faculty: Robert Anson, Thomas Foster, Phillip Fry, Lyman Gallup, Gary Green, David Groebner, Jerry laCava, Robert Minch, Murli Nagasundaram, William Ruud, Patrick Shannon, Gregory Wojtkowski, Wita Wojtkowski
Associate Graduate Faculty: Emerson Maxson

General Information

Although the requirement of the BSU Graduate College also govern the Master of Science in Management Information Systems (MIS) degree program, the Certificate of Admission to enroll in graduate courses at BSU does not guarantee admission into the MIS program. Enrollment in the program is limited. In order to enroll in required courses, students must first be admitted to the MIS program or obtain permission of the program director.

Application and Admission Requirements

The application for admission, transcripts, and fees should be sent to the Graduate Admissions office, Room 141, Math/Geosciences Building, Boise State University, 1910 University Drive, Boise, ID 83725. All other admission materials required for the MIS should be sent to the Business Graduate Studies office, Room B117.

Applicants should have a demonstrated interest in the application of information technology to organizational betterment and should be adept in at least one procedural programming language.

To be considered for admission to the MIS program with regular status, an applicant must satisfy Graduate College requirement and the following program requirements:

1. Education and Work Experience
   a. Baccalaureate degree from an accredited college or university in a CS, MIS, or related (including engineering) field; and at least one year work experience in a computer information systems-related field; or
   b. Baccalaureate degree in another field and at least three years of information systems work experience in a technical area.
Master of Science in Management Information Systems

2. Required Tests
The Admissions Committee will evaluate performance on the GMAT or GRE examinations. Students whose native language is not English must submit a TOEFL score of 550 or higher.

3. Official transcript of all post-secondary institutions attended.

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

5. Prerequisites
Admitted students must satisfy prerequisites of graduate courses that they are planning to take in areas of Computer Science and Master of Business Administration. Students who do not have these prerequisites but are otherwise qualified for admission will be advised to take relevant courses either at BSU or another accredited institution. These courses are not counted for the graduation requirements in this program.

6. An essay discussion professional goals and reasons for desiring to study in Management Information Systems program at BSU.

7. Three letters of reference (one preferably from an academic source) which address the applicant strengths, weaknesses, benefits the applicant may receive from our MIS program and what the applicant can contribute to our MIS program.

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

9. A personal interview may be required.

Final acceptance to MIS program is based upon the Admissions Committee evaluation of applicant on academic and professional accomplishments, performance on the GMAT or GRE examination, individual career goals, written recommendations, responses to interview (if performed), and personal essay.

Application Deadline
Applicants will be admitted only once a year for the Fall entry. To be considered, applicants must submit the admission packet by April 30. Prospective graduate students interested in financial aid should contact Financial Aid Office and consult the BSU catalog. Applications for admission to the BSU Graduate College are available from BSU Graduate Admissions Office. Admission to the Graduate College is no guarantee of admission to the MIS program. Application materials for the MIS program are available from:

- College of Business and Economics
- Graduate Studies Office, B117G
- Master of Science in MIS program
- Boise State University
- Boise, ID 83725

Degree Requirements
The Master of Science in Management Information Systems graduate degree program is currently in revision. Students interested in this program may contact the Graduate Program Advisor, Renee Anchustegui, at 208-385-1126 for additional information.

Course Offerings
The following courses will remain part of the revised program. A full range of new courses are currently under review.

IS INFORMATION SYSTEMS

IS 517 DATABASE MANAGEMENT (3-0-3) (F). An introduction to database processing. Detailed study of various tools needed for logical and physical design. Several commercially available database management systems are reviewed. The course also covers implementation.

IS 525 INFORMATION ENGINEERING (3-0-3) (F). This course offers an overview of Information Engineering methodology. The topics covered include: phases of information engineering; implementation and planning of information engineering projects; techniques and tools of information engineering such as data modeling; formal and informal strategic planning; strategic modeling; tactical modeling and operational modeling; as well as the benefits of information engineering.

IS 550 MANAGEMENT OF INFORMATION TECHNOLOGY (3-0-3) (F). This course introduces a variety of issues relating to managing the information systems and the information technology function in an organization. It addresses both behavioral and technical issues, and uses case studies as a means of exploring a number of decision situations in organizations. All issues are considered from the managerial perspective.

IS 580 SELECTED TOPICS — DATA COMMUNICATIONS AND NETWORKING (3-0-3) (S).

IS 593 THESIS (0-V-6)

MB MASTER OF BUSINESS

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 course and/or Advanced course can be taken concurrently with MB 531.
Master of Music

Department of Music
Morrison Center for the Performing Arts, Room C-100
Telephone 208 385-1596
FAX 208 385-1771
http://www.idbsu.edu
e-mail: jbelby@bsu.idbsu.edu

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

General Information
The Master of Music is a professional degree in music with emphasis in either 1) music education 2) performance or 3) 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 and 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 200 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 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 or Pedagogy Emphases 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

<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>
<td></td>
</tr>
</tbody>
</table>

1. Core Courses:
   - MU 503 Intro to Music Research ........................................... 3
   - MU 570 New Developments in Music Education .................. 3
   - MU 576 History & Philosophy of Music Education .......... 3
   - TE 570 Issues in Education .............................................. 3

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

--- continued ---
Master of Music

3. Music Electives: 9
   A. 6 credits in the student’s area of emphasis:
      elementary general music, choral music, or
      instrumental music
   B. 3 credits additional approved electives in music
   C. No more than four (4) workshop elective credits,
      of which one may be a music conference credit,
      may be applied towards the degree.

4. Comprehensive Examination:
   A written comprehensive examination in music
   must be completed prior to registration for the
   student’s culminating activity. This exam will be
   tailored to each student’s graduate course work.
   The comprehensive exam may be taken after the
   completion of 27 hours of required course work to
   include the core courses and the 3 hours each in
   music history and music theory.

5. Oral Examination:
   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.

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

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

TOTAL 36-39

--- continued ---

Master of Music, Performance (continued)

Performance Culminating Project: 3
   MA 546 Graduate Solo Performance Recital

Performance 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

--- continued ---

Master of Music, Pedagogy

Graduation Requirements: 31 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.

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

Pedagogy Courses: 13-16
   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)

Pedagogy Option Culminating Project (A, B, or C) 3-6
   A) MA 546 Graduate Solo Performance Recital
      by special permission ...................................... 3
   B) MA 544 Lecture/Recital .................................. 3
   C) MU 593 Thesis ............................................. 3

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
EM501 (0-.5-1), 502 (0-5-2), 504 (0-1-4).
Woodwind instruments private lessons.

MC 511 (0-5-1), 512 (0-5-2), 514 (0-1-4).
Brass instruments private lessons.

MC 521 (0-5-1), 522 (0-5-2), 524 (0-1-4).
Percussion instruments private lessons.

MC 531 (0-5-1), 532 (0-5-2), 534 (0-1-4).
Voice private lessons.

MC 541 (0-5-1), 542 (0-5-2), 544 (0-1-4).
Keyboard instruments private lessons.

MC 551 (0-5-1), 552 (0-5-2), 554 (0-1-4).
Fretted string instruments private lessons.

MC 561 (0-5-1), 562 (0-5-2), 564 (0-1-4).
Bowed string instruments private lessons.

ME MUSIC ENSEMBLE

All ME courses may be repeated for credit.

ME 306G CHAMBER SINGERS (0-2-1)(F/S). A select group limited to 15 singers, that will concentrate on choral literature in the madrigal style and on twentieth century choral selections. Open to all students, but final admission will be by audition and director selection. PREREQ: Audition and/or PERM/INST.

ME 321G MARCHING BAND (0-0-1)(F). Designed to promote participation in an repertoire knowledge of literature for marching bands, the marching band performs at all home and at least one away football game and occasionally at other university or civic events. Open to all students with the approval of the director. Graduate music students will be expected to assume leadership roles or will be assigned extra duties within the band and/or its organization.

ME 350G ORCHESTRA (0-5-1)(F/S). The Boise State University Orchestra is composed of students and experienced musicians and prepares several concerts each season from the standard repertoire. An elective for non-music majors. Graduate music students will be expected to assume leadership roles or will be assigned extra duties within the orchestra and/or its organization. Audition is required for new students.

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 518 EARLY MUSIC ENSEMBLE (0-3-1)(F). Course explores European vocal and instrumental music from the Middle Ages, Renaissance and Baroque periods through performance. Graduate music students will be expected to assume leadership roles or will be assigned extra duties within the ensemble. Concert performances by students enrolled in the course are expected each semester.

ME 520 INSTRUMENTAL ENSEMBLE (0-0-1)(F/S). Used for concert band, percussion ensemble, keyboard ensemble, and whatever else needed, by section number.

MU MUSIC, GENERAL

MU 355G ROCK MUSIC: ITS PERFORMANCE AND HISTORY (3-0-3)(F/S). Survey of history and theory of rock music from primitive beginnings in nineteenth century to the present with primary focus on music from 1950 through 1970. Includes a final performance component. Graduate students will be expected to engage in current research on the subject matter. PREREQ: MU 220 and PERM/INST. Odd-numbered years.

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).
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 DICTIO 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. Required for all vocal performance majors and strongly recommended for all voice emphasis majors. Odd numbered years. PREREQ: 1 year of MC voice performance studies.

MU 466G DICTIO 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. Required for all vocal performance majors and strongly recommended for all voice emphasis 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 502 SURVEY OF JAZZ (3-0-3)(F). Explores interpretation of America's original musical art form through listening and through discussion of socio-cultural contexts of jazz. Survey covers stylistic influences of nineteenth-century Africa and western Europe through current living exponents of jazz. In-depth book reviews and research papers on the subject are required. PREREQ: MU 133/143.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MU 596 DIRECTED RESEARCH
Master of Public Administration

Taxpayers of Idaho’s annual conference in non-election years. The Mountain West Municipal Clerks and Treasurers Institute 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 Center, 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.

In 1995, the U.S. Environmental Protection Agency designated Boise State University as the location for its Region 10 Environmental Finance Center, one of only six in the U.S. The Center’s central goal, under the administration of the Department of Public Policy and Administration, is to help create sustainable environmental systems by educating and training state and local officials to operate in compliance with federal and state environmental and health protection requirements.

Application and Admission Requirements

Students interested in the MPA program must first submit a graduate application to the Graduate Admissions Office. If approved, the applicant receives a certificate of admission to enroll in courses at BSU. This certificate 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.)

Applicants admitted to the Graduate College who wish to apply to the MPA program must meet the following requirements prior to enrollment in MPA courses:

1. Meet with an advisor in the Department to discuss the admission process, the applicant’s career interests, and reasons for seeking admission to the MPA program.
2. Possess a baccalaureate degree from an accredited institution.
3. Demonstrate satisfactory academic competency by attaining an overall GPA of at least 3.0 and a minimum combined score of 1,000 on the Graduate Record Examination (GRE) verbal and quantitative sections.
4. Submit official transcripts from all previous academic institutions to the Graduate Admissions Office.
5. Submit three letters of reference, in which the applicant’s academic potential is evaluated, to the Chair, Department of Public Policy and Administration, Boise State University, 1910 University Drive, Boise, ID 83725.
6. Submit the MPA Data Form, and a formal statement of at least 500 words explaining the applicant’s educational and career objectives.
7. Complete the following academic prerequisites (through academic course work or approved equivalency exam):
   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

<table>
<thead>
<tr>
<th>Master of Public Administration</th>
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<tbody>
<tr>
<td><strong>Course Number and Title</strong></td>
</tr>
<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>
</tr>
</tbody>
</table>

**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 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 .......... 3
- PA 501 Public Policy Process .......................... 3
- PA 502 Organizational Theory ......................... 3
- PA 503 Research Methods in Public Administration .... 3
- PA 504 Public Budgeting and Financial Administration  ........ 3
- PA 505 Public Personnel Administration .............. 3

**Area of Emphasis Requirements:**
An area of emphasis is a concentration or major in the program. Each MPA student is to complete 12 semester credit hours in one of the following three areas of 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 12 credit hours of course work from the MPA courses listed in this catalog or offered as Selected or Special Topics.

- PA 540 Natural Resource Policy and Administration .......... 3
- PA 541 Environmental and Regulatory Policy and Administration .......... 3
- PA 542 Science, Democracy and the Environment .............. 3
- PA 543 Public Land Policy and Administration .............. 3

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Master of Public Administration (continued)

3. State and Local Government Policy and Administration:
All students in this area of emphasis take the following course:
PA 560 State and Local Government Policy and Administration 3
Nine credits chosen from the following courses or approved Selected or Special Topics:
PA 520 Community and Regional Planning 3
PA 521 Intergovernmental Relations 3
PA 540 Natural Resource Policy or PA 541 Environmental and Regulatory Policy and Administration 3
PA 550 The Executive and the Administrative Process 3
Selected or Special Topics courses will be offered to supplement area of emphasis requirements.

Electives: Students must complete 6 elective semester credit hours in addition to their area of emphasis and core requirements. These credits may be taken as coursework or as a research project (PA 591) which relates to their area of emphasis.

TOTAL 36

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

Public Service Internship: Those MPA students without significant administrative experience in a public sector or other public affairs agency are to complete a public service internship. The internship is served in a government office at the local, state or national level or in an appropriate public affairs organization, such as a private, nonprofit agency. The credits received for the internship are in addition to the 36 semester credit hours from the core area and area of emphasis. The internship component comprises six (6) semester credit hours. The internship is meant to be a meaningful experience for both the MPA student and the organization in which the internship is served. Through the internship, students can further enhance their preparation for administrative work. At the same time, they are expected to make a valuable contribution to their assigned organizations. Therefore, the internship is usually served when the student is near completion of the MPA Program.

Course 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 non-profit sector will also be addressed.

PA 503 RESEARCH METHODS IN PUBLIC ADMINISTRATION (3-0-3)(F/S). An introduction to quantitative and qualitative data analysis with an emphasis on using descriptive and inferential statistics as tools in both public policy analysis and public program analysis. The use of quantitative analysis to support management decision making is examined. Computers, especially microcomputers, will be used in the analysis of quantitative data.

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

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

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

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

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

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

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

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

PA 541 ENVIRONMENTAL AND REGULATORY POLICY AND ADMINISTRATION (3-0-3)(F/S). Examines aspects of
Master of Public Administration

environmental regulatory politics and policy. Topics examined include the politics of regulation, pollution and waste policy, and intergovernmental environmental management.

PA 542 SCIENCE, DEMOCRACY AND THE ENVIRONMENT (3-0-3) (F/S). Examines the role of science and scientists in the formation of U.S. environmental policy making. Special attention is given to the tension between elite and democratic forms of decision making.

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 560 STATE AND LOCAL GOVERNMENT ADMINISTRATION (3-0-3) (F/S). This course examines state and local government administration in a political and organizational context and the role of state and local governments in policy administration within the U.S. federal system.

PA 570 PUBLIC MANAGEMENT SKILLS AND TECHNIQUES (3-0-3) (F/S). This course addresses such knowledge and skills for managers and leaders in public organizations as: personal assessment; leading and managing others; aspects of self and others which underlie behavior; managing stress and time; decision making; public participation; working with elected and appointed public officials; working with the media; solving problems; communicating supportively and assertively; appropriately using power and influence; understanding motivational processes; managing conflicts; empowering and delegating; and building teams.

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 (1-3 Variable). 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 583 PUBLIC MANAGEMENT SKILLS AND TECHNIQUES
- PA 584 STATE AND LOCAL GOVERNMENT POLICY AND ADMINISTRATION
- 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.

Master of Science in Raptor Biology

Department of Biology
Science/Nursing Building, Room 209
Telephone 208 385-3329
FAX 208 385-3006
http://www.idbsu.edu/biology/biohome.htm
e-mail: mbechard@bsu.idbsu.edu

Associate Department Chair and Graduate Program Coordinator: Marc J. Bechard
Raptor Research Center Director: Mark Fuller
Associate Graduate Faculty: Cheryl Jorcyk
Adjunct Graduate Faculty: Jonathan Bart, William Burnham, Tom Cade (Emeritus), Susan Earnst, Mark Fuller, Lloyd Kiff, Steven Knick, Michael Kochert, Carl Marti, Jr., Rosemary Mazaika, Hugh McIsaac, Wayne Melquist, Rex Sallabanks, Karen Steenhof, Richard Watson, David Whitacre, Clayton White, Rick Williams

General Information

The Master of Science degree program in Raptor Biology is designed for students, holding or expecting a bachelor degree in one of the disciplines of the biological sciences, to enhance their knowledge and understanding of raptor biology and ecology.

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.
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.

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>
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<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>
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</tr>
<tr>
<td>B 598 Graduate Seminar</td>
<td>2</td>
</tr>
<tr>
<td>B 593 Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

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.

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Master of Science in Raptor Biology (continued)

Choose courses from the following for a minimum of 22 credits:

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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</thead>
<tbody>
<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>
</tr>
<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 (1-9) (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>
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</tbody>
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Special Topics Courses

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<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>B 401G Organic Evolution</td>
<td>3</td>
</tr>
<tr>
<td>B 500 Directed Research (6 credits)</td>
<td>6</td>
</tr>
<tr>
<td>B 596 Directed Research (1-9)</td>
<td>1-9</td>
</tr>
</tbody>
</table>

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

Additional work will be required to receive graduate credit for undergraduate G courses.

B BIOLOGY

B 310G PATHOGENIC BACTERIOLOGY (2-6-4)(S). Medically important bacteria, rickettsia, and chlamydia are surveyed with emphasis on their pathogenicity, host-parasite relationships, and the clinical and diagnostic aspects of the diseases they produce in humans and animals. Offered odd-numbered years. PREREQ: B 205 or B 303 or PERM/INST.

B 323G ECOLOGY (3-3-4)(F/S). A study of how physical and biological factors determine the abundance and distribution of plants and animals. Concepts at the physiological population, community, and ecosystems level will be discussed. Field and laboratory exercises will investigate questions concerning habitat, populations and communities. Weekend field trips may be taken. PREREQ: BT 130 and Z 130 or PERM/INST.

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)(S). Microbial populations and processes in soil and water. Water and food-borne pathogens. Microbiological and biochemical methods of environmental assessment. PREREQ: B 303, PERM/INST.
Master of Science in Raptor Biology

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/S). 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 220, PERM/INST.

B 445G HUMAN GENETICS (3-0-3)(S). Discussion of important aspects of human heredity. Topics include the reproductives 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; F tests and chi-square tests. Linear and nonlinear regression theory and analysis of variance. Techniques in multivariate and nonparametric statistics. PREREQ: M 111 or equivalent, or PERM/INST.

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

B 503 ADVANCED BIOMETRY (3-3-4)(S). A survey of experimental design and selected multivariate techniques. The course is designed to assist students in selecting proper statistical techniques for gathering and analyzing biological data, and correctly interpreting the statistical analysis of their data. Prior experience with Statistical Analysis System (SAS) is helpful. Offered even-numbered years. PREREQ: B 501 or PERM/INST.

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

B 517 SPECIES AND SPECIATION (3-0-3)(F). Species definitions are fundamental for all investigations in the biological sciences. This course will investigate the numerous species concepts proposed over the last 100 years with an emphasis on primary literature. Concepts to be discussed will include biological, phylogenetic, genealogical, and evolutionary species concepts. The second part of the course will emphasize the processes involved in speciation, looking at both micro- and macroevolutionary events. Offered odd-numbered years. PREREQ: B 401-401G (or equivalent) or PERM/INST.

B 527 STREAM ECOLOGY (3-3-4)(F). The biology and ecology of flowing waters is emphasized; their biota, management, and ecology at both the community and ecosystem level will be discussed. Offered odd-numbered years. PREREQ: B 323 or B 332G or PERM/INST.

B 528 GEOGRAPHIC INFORMATION SYSTEMS IN BIOLOGY (3-0-3)(S). Discussion of the use of Geographic Information Systems to apply spatial data to ecological problems. Analysis of the ways that spatial relations affect patterns, processes, and decision making at multiple scales. Specific topics covered include GAP analysis, habitat modeling, spatially-explicit population modeling, landscape ecology, home range analysis, interpretation of satellite imagery, and natural resource issues. PREREQ: Graduate standing or PERM/INST.

B 529 MODERN METHODS IN ECOLOGY AND BEHAVIOR (2-3-3)(S). Instruction in the theory, practice, and analysis of modern methods used in ecological and evolutionary studies will be provided. Methods to be covered include: cytology, isozyme electrophoresis, DNA restriction site analysis, DNA sequencing, and RAPD analysis. Offered odd-numbered years. PREREQ: PERM/INST.

B 533 BEHAVIORAL ECOLOGY (3-0-3)(F). This course focuses on the evolutionary significance of animal behavior in relation to the ecology of the organisms. Using theoretical background and recent empirical evidence, mating systems, foraging, parental care, selfishness and altruism, competition, territoriality, and other behavioral patterns will be assessed in relation to the survival and reproduction of animals. PREREQ: B 323 or B 323G or PERM/INST.

BT BOTANY

BT 302G PLANT ANATOMY (3-3-4)(F). A study of the structure and development of vascular plant tissues, regions, and organs. Emphasis will be placed on the Angiosperms. PREREQ: BT 130 and B 301 or PERM/INST.

BT 305G SYSTEMATIC BOTANY (2-6-4)(S). Fundamental problems of taxonomy. Discussion of historical developments of classification systems and comparison of recent systems. Instruction on the use of keys and manuals. PREREQ: BT 130 or PERM/INST.

BT 311G PLANT MORPHOLOGY (3-3-4)(F). A comparative study of the structure, function, reproduction, and development of major plant groups. Phylogeny, paleobotany, and economic importance of various plant groups will be considered. PREREQ: BT 130 or PERM/INST.

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

BT 401G PLANT PHYSIOLOGY (3-3-4)(F). Emphasis placed on physical and chemical processes of plant body functions. Includes coverage of cell, tissue, and organ function; mineral requirements, metabolism, water uptake, photosynthesis; soil chemistry; and the alkaloids and glucosides synthesized by plants. BT 302 and PH 101, 102 recommended. Offered even-numbered years, PREREQ: BT 310, C 317, PERM/INST.

BT 524 PLANT COMMUNITY ECOLOGY (3-3-4)(F). A study of the properties, structure, method of analysis, classification, and dynamic nature of plant communities. Topics for discussion will include the strengths and weaknesses of various sampling techniques, the role of disturbance events and succession on community structure, and the role of biological interaction as factors influencing the assembly of communities. Laboratory work will emphasize vegetation sampling methods and habitat type classification for plant communities in this region as well as methods of analyzing and reporting this data. Offered even-numbered years. PREREQ: B 323 or B 332G or PERM/INST.

Z ZOOLOGY

Z 301G COMPARATIVE VERTEBRATE ANATOMY (2-6-4)(F). The evolutionary development of vertebrate anatomy; fishes through mammals. Dissection of the shark, salamander, cat plus demonstrations of other vertebrate types. PREREQ: Z 230 or PERM/INST.

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

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

Z 351G VERTEBRATE EMBRYOLOGY (2-6-4)(S). Germ cell development comparative patterns of cleavage and gastrulation, neurulation and induction, and development of human organ systems. Laboratory studies of frog, chick, and pig development. PREREQ: Z 230 or PERM/INST.

Z 355G VERTEBRATE NATURAL HISTORY (2-6-4)(F). Classification, identification, evolution, ecological relationships, behavior, and life histories of fish, amphibians, reptiles, birds, and mammals. Two weekend field trips. PREREQ: Z 230 or PERM/INST.

Z 400G VERTEBRATE HISTOLOGY (2-6-4)(F). Microscopic anatomy of cell, tissues, and organ systems of vertebrates. Major emphasis will be on mammalian systems. Z 301 or Z 351 is recommended prior to enrollment. PREREQ: Z 230 or PERM/INST.

Z 401G HUMAN PHYSIOLOGY (3-3-4)(S). Functional aspects of human tissues and organ systems with emphasis on regulatory and homeostatic mechanisms. PREREQ: One year of college biology and C 317 or PERM/INST.

Z 421G MAMMALOGY (2-3-3)(S). Mammals as examples of biological principles: classification, identification, distribution, ecology, life histories, and adaptations of mammals. Two weekend field trips. Offered even numbered years. PREREQ: Z 355, PERM/INST.

Z 500G GENERAL AND COMPARATIVE PHYSIOLOGY (3-3-4)(S). Physiological principles common to all forms of animal life are discussed. Physiological adaptations required to live in a variety of environments are presented. PREREQ: Z 230, C 317, PERM/INST.

Z 515 AVIAN PHYSIOLOGY (3-0-3)(F). The physiology of flight, cardiovascular, pulmonary, digestive, water and electrolyte, egg, and reproductive physiology are covered. Correlations between unique aspects of avian structure and function are emphasized. Offered odd-numbered years. PREREQ: Graduate standing or PERM/INST.

Z 534 ANIMAL BEHAVIOR (3-3-4)(S). This course focuses on the concepts and processes of animal behavior, with particular emphasis on proximate perspectives. The history of the study of animal behavior, behavioral genetics, the nervous system and behavior, hormones and behavior, ontogeny of behavior, learning and motivation, and other aspects of behavior such as migration, orientation, and navigation will be presented. Offered odd-numbered years. PREREQ: B 323 or B 323G or PERM/INST.

Z 535 BEHAVIORAL ENDOCRINOLOGY (3-0-3)(5). An examination of the endocrine system and the hormonal mechanisms associated with social behavior and aggression, reproductive and parental behavior, biological rhythms, etc. Each student is expected to investigate and lead a discussion on an assigned topic. Offered even-numbered years. PREREQ: Animal Physiology or PERM/INST.

SPECIAL TOPICS. Courses are offered in response to student interest and are in addition to formal courses listed above.
Master of Arts in School Counseling

A pre-admission interview is required of all finalists. When attendance is an extreme hardship for the applicant, special arrangements may be made (such as a conference telephone interview or alternate site interview). No other pre-admission testing is required.

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. 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>Master of Arts in School Counseling</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Human Growth and Development</strong></td>
<td></td>
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<tr>
<td>CD 511 Lifespan Development and Family Systems</td>
<td>7</td>
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<tr>
<td>CD 524 Interventions</td>
<td>3</td>
</tr>
<tr>
<td>CD 530 Managing Developmental School Programs</td>
<td>2</td>
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<tr>
<td><strong>Social and Cultural Foundations</strong></td>
<td>8</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>
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<tr>
<td>CD 522 Counseling for Special Needs</td>
<td>2</td>
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<td><strong>Helping Relationships</strong></td>
<td>8</td>
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<tr>
<td>CD 502 Counseling Theories</td>
<td>3</td>
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<tr>
<td>CD 505 Counseling Skills I</td>
<td>3</td>
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<tr>
<td>CD 506 Counseling Skills II</td>
<td>2</td>
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<tr>
<td><strong>Group Counseling</strong></td>
<td>3</td>
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<tr>
<td>CD 503 Group Experience Lab</td>
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<td>CD 513 Group Counseling</td>
<td>3</td>
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<tr>
<td><strong>Lifestyle and Career Development</strong></td>
<td>3</td>
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<td>CD 507 Career Development and Vocational Counseling</td>
<td>3</td>
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<tr>
<td><strong>Appraisal</strong></td>
<td>3</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>3</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>
<td>5</td>
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<tr>
<td>CD 501 Foundations in Counseling</td>
<td>3</td>
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<tr>
<td>CD 519 Elementary School Counseling</td>
<td>2</td>
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<tr>
<td>or CD 520 Secondary School Counseling</td>
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<td>or CD 529 Middle School Counseling</td>
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<tr>
<th>Master of Arts in School Counseling (continued)</th>
<th>Credits</th>
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<tr>
<td>Practica</td>
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<tr>
<td>CD 514 Counseling Practicum I</td>
<td>2</td>
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<tr>
<td>CD 516 Counseling Practicum II</td>
<td>2</td>
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<tr>
<td>Internships</td>
<td>8</td>
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<tr>
<td>CD 526 Internship in Counseling I</td>
<td>4</td>
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<tr>
<td>CD 528 Internship in Counseling II</td>
<td>4</td>
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<tr>
<td>Electives</td>
<td>8</td>
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<td>TOTAL</td>
<td>60</td>
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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 and 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 with at least half of the 700-hour internship experience occurring in a school setting. 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 Laboratory (0)

Spring: Year 1 .......................................................................................................... 6-9 credits
CD 505 Counseling Skills I (3)
CD 512 Statistics and Research Design (3), Elective

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)

Fall: Year 2 ............................................................................................................. 5-8 credits
CD 508 *Ethics and Legal Issues in Counseling (3)
CD 514 Counseling Practicum I (2)
Elective

Spring: Year 2 ......................................................................................................... 2-8 credits
CD 516 Counseling Practicum II (2)
Electives (2-6)
CD 502 COUNSELING THEORIES (3-0-3)(F). Students examine the Counseling Program.

Fall: Year 3 .................................................4-8 credits
CD 526 Internship in Counseling I (4)
Electives (2-4)

Spring: Year 3 .............................................6-8 credits
CD 524 *Interventions (2)
CD 528 Internship in Counseling II (4)
Elective

Program Minimum Total .........................60 credits

Note: Students must take at least one course from the following:
CD 519 *Elementary School Counseling (2 cr.) Offered fall of odd numbered years.
CD 520 *Secondary School Counseling (2 cr.) Offered spring of even numbered years.
CD 529 *Middle School Counseling (2 cr.) Offered fall of even numbered years.

Other regularly available courses are:
CD 510 *Addictions Counseling (3 cr.) Offered every spring.
CD 525 *Consultation (2 cr.) Offered spring of odd numbered years.
CD 532 *Outreach Through Parent Education (1 cr.) Offered every spring.

See current BSU Directory of Classes for additional elective opportunities.

*Courses are available to non-program counselors and graduate students.

Course Offerings
CD COUNSELING
CD 501 FOUNDATIONS IN COUNSELING (3-0-3)(F). Provides an introduction to professional, ethical, legal, theoretical, cultural, social, and practical aspects of counseling. Students examine the roles and responsibilities of counselors; professional organizations and associations; and professional preparation standards. Historical, cultural, 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 group experiences that will provide opportunities for team building, personal growth, increased self-awareness as counselors-in-training, and increased awareness of the group process itself. Initial experience is scheduled during the student's first semester with the follow-up scheduled during the second semester. PREREQ: Admission to the Counseling Program.

CD 504 MEASUREMENT AND EVALUATION IN SCHOOL COUNSELING (3-0-3)(SU). Students will access theory and practice of standardized test development and procedures; applications and limitations of standardized tests; techniques of administering individual/group tests and of interpreting assessment instruments and profiles; and communication strategies with clients, parents, school personnel, and relevant professionals. PREREQ: CD 512 or similar graduate statistics course.

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

CD 506 COUNSELING SKILLS II (1-1-2)(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 AND VOCATIONAL COUNSELING (3-0-3)(S/SU). Provides an overview of the major career development theories, vocational guidance and occupational/educational information sources and systems. Career development program planning, resources, computerized information systems, and evaluation will be included. Emphasis will be placed on how career counseling and vocational guidance are practiced by the school counselor. PREREQ: Admission to the Counseling Program or Masters in Counseling.

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

CD 509 CULTURALLY AWARE COUNSELING (3-0-3)(S/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 (3-0-3)(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. Also offered as MH 549. PREREQ: CD 505 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)(S). Students will gain the fundamentals of statistics as they analyze...
Master of Arts in School Counseling

counseling and educational data with emphasis on the review and interpretation of research literature (particularly in the areas of child development and psychotherapy), experience the role of computers in statistical analysis, and discover the relationships among measurement, design, and statistics. PREREQ: CD 501.

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 a grade of at least "B".

CD 518 ADVANCED COUNSELING PRACTICUM/INTERNSHIP (1-4-3)(F,S,SU). Students participate in supervised counseling experiences in BSU’s Counseling and Testing Center. Maximum and minimum enrollment is five students. PREREQ: Prior approval by Instructor and Department Chair (See Center for application process.).

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 506 and CD 530 or Masters in 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 506 and CD 530 or Masters in Counseling.

CD 521 OUTREACH THROUGH PARENT EDUCATION (1-0-1)(S). Students will learn the philosophy and rationale for parent education, become familiar with parent education materials, and gain skills necessary to facilitate parent education groups. This course presents materials used by the Parent Education Center in the Boise School District. Students must take either this course or Boise District's Parent Education Facilitator Training to be eligible to provide parent education classes. PREREQ: Admission to the Counseling Program or Master 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 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 516 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 sources 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 506 and CD 530 or Masters in Counseling.

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

CD 531 COUNSELING PRACTICUM INTENSIVE (1-4-3)(F/S). A supervised skill review and experientially intensive practicum that may be required of a student needing additional time on skill development before advancing to Internship. PREREQ: Permission of Department Chair and faculty.

CD 532 COUNSELING INTERNSHIP INTENSIVE (1-4-3)(F). A supervised skill review and experientially intensive internship that may be required of a student needing additional time on skill development before enrolling in CD 528 Counseling Internship II. PREREQ: Permission of Department Chair and faculty.
Master of Social Work

School of Social Work
Education Building, Room 716
Telephone 208 385-1568
FAX 208 385-4291
e-mail: rcrabr@bsu.idbsu.edu

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

General Information
The MSW is a two-year full-time graduate program, accredited by the National Council on Social Work Education. The program is designed to prepare students for advanced social work 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 advanced social work 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 1 or May 3) 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 sciences/mathematics. Applicants must also have completed a human biology course and a statistics or research course with a minimum letter grade of "C".

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.

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.

Note: Students may receive certification to practice school social work in the State of Idaho by completing SW 597 School Social Work in addition to all other requirements for the Master of Social Work degree.

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>
</tr>
<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>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SW 505 Social Policy Analysis</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL TWO YEAR PROGRAM</strong></td>
<td>61</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence in the Family</td>
<td>School Social Work</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td>Women's Issues</td>
</tr>
<tr>
<td>Social Work with People of Color</td>
<td>Aids Issues</td>
</tr>
<tr>
<td>Social Work with the Elderly</td>
<td>Family Therapy</td>
</tr>
<tr>
<td>Social Work Supervision</td>
<td>Health Issues</td>
</tr>
<tr>
<td>Grant Writing/Administration</td>
<td>Group Therapy</td>
</tr>
<tr>
<td>Rural Social Work</td>
<td></td>
</tr>
</tbody>
</table>

Note: Curriculum Guidelines established by the National Council on Social Work Education are available in the School of Social Work office.
Master of Social Work

Master of Social Work
Advanced Standing

Applicants who are graduates of a CSWE accredited baccalaureate program in Social Work may request admission to the advanced program. The advanced standing option is an eleven-month program beginning in July of each year. Students will complete SW 514, SW 521, and SW 530 in summer school and enter the second year of the two-year program the following fall. Applications for this program are processed the preceding March.

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

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

Note: Applicants may not receive academic credit for work experience in the field.

TOTAL ADVANCED STANDING 37

Course Offerings

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

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

SW 512 HUMAN DEVELOPMENT THROUGH THE LIFE CYCLE (3-0-3)(F). Theories of human development, life stage, and subordinate group oppression will be the focus of this course. In particular, psychodynamic and cognitive humanist theories will be examined, as well as current theories of the psychologies of women and people of color. The interrelationships of sociohistorical, sociocultural, socioeconomic, interpersonal, and psychological influences on human development will be explored, with an emphasis on factors of gender, affectional orientation, ethnicity, race, and class.

SW 514 ETHNICITY, GENDER AND CLASS (1-0-1)(F,SU). This experiential course in a small group format is designed to provide a positive environment for students’ exploration of their attitudes toward human diversity. The major objective is that students will increase their knowledge and awareness of the experiences of people of oppressed groups, in relation to historical prejudice and discrimination. Students will gain insight in sociohistorical and familial roots of their own biases and increase their ability to sensitively work with individuals and groups who are subjected to oppression, based on race ethnicity, gender, affectional orientation, class, and other stigmatizing characteristics.

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

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

SW 525 ADVANCED CLINICAL PRACTICE WITH FAMILIES AND CHILDREN (3-0-3)(S). The primary focus of this course is the understanding of children from a developmental prospective 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 psychophysiologic bases of emotional disorders will be explored, as well as other major areas of disturbance of dysfunction. Students will learn to use the current DSM manual in psychiatric diagnosis, with a critical awareness of areas of possible cultural bias and other complexities of the diagnostic process.

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

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

SW 550 ADVANCED INTERVENTIONS - COMPARATIVE THEORIES (3-0-3)(F). 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.

SW 580 SELECTED TOPICS

SW 580 SOCIAL WORK WITH PEOPLE OF COLOR
SW 581 VIOLENCE IN THE FAMILY
SW 582 SOCIAL WORK WITH THE ELDERLY
SW 583 ALCOHOLISM AND SUBSTANCE ABUSE
SW 584 SOCIAL WORK PRACTICE WITH HISPANIC POPULATIONS
SW 585 ADVANCED SOCIAL WORK PRACTICE IN ORGANIZATION AND COMMUNITIES
SW 586 GROUP THERAPY
SW 587 SOCIAL WORK SUPERVISION

SH 580 SOCIAL WORK WITH PEOPLE OF COLOR
Master of Arts in Technical Communication

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 tracks described below. Each track 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

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E 511 Introductory Seminar in Technical Communication</td>
<td>3</td>
</tr>
<tr>
<td>E 512 Technical Rhetoric and Genres</td>
<td>3</td>
</tr>
<tr>
<td>E 513 Technical Editing</td>
<td>3</td>
</tr>
<tr>
<td>E 514 Technical Communication Ethics</td>
<td>3</td>
</tr>
<tr>
<td>E 515 Visual Rhetoric and Information Design</td>
<td>3</td>
</tr>
<tr>
<td>E 516 Topics in Print Document Production or E 521 Topics in On-screen 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>E 591 Project or E 593 Thesis</td>
<td>3</td>
</tr>
<tr>
<td>General Graduate Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>33</td>
</tr>
</tbody>
</table>

Students follow one of two tracks, the first of which culminates in a project or thesis, the second of which culminates in a portfolio.

Application and Admission Requirements

You are encouraged to apply if you possess a bachelor's degree with a 3.0 G.P.A. The full application package will also include official undergraduate transcripts, three letters of reference from employers or professors, and a 1,000-word statement describing your professional goals and the ways in which the program can help you achieve them. Visit our web site or see the Director of Technical Communication for more information on how to apply.
Master of Arts in Technical Communication

An introductory seminar (Introductory seminar in Technical Communication), eighteen hours of required courses in technical communication, a portfolio, 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 Introductory Seminar in Technical Communication</td>
<td>3</td>
</tr>
<tr>
<td>E 512 Technical Rhetoric and Genres</td>
<td>3</td>
</tr>
<tr>
<td>E 513 Technical Editing</td>
<td>3</td>
</tr>
<tr>
<td>E 514 Technical Communication Ethics</td>
<td>3</td>
</tr>
<tr>
<td>E 515 Visual Rhetoric and Information Design</td>
<td>3</td>
</tr>
<tr>
<td>E 516 Topics in Print Document Production or</td>
<td>3</td>
</tr>
<tr>
<td>E 521 Topics in On-screen Document Production</td>
<td></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>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</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 INTRODUCTORY SEMINAR IN 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 TECHNICAL RHETORIC AND GENRES (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, proposals, manuals, and online documents related to their own backgrounds and fields of interest. The topics of study include modern theories of readability, focusing on research in semantics, syntax, and pragmatics, and hypertext, and current trends in technical communication. 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, production editing, and online editing, as well as the theory and ethics of editing. PREREQ: E 512 or PERM/INST.

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

**E 515 VISUAL RHETORIC AND INFORMATION DESIGN (3-0-3)** (F/S). A study and application of the rhetorical elements of design, including color, form, and type. Students will apply principles of visual rhetoric in creating print and online technical documents. 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, including interviewing of technical experts and clients, group discussion, and technical presentations that incorporate presentation software. PREREQ: E 515 or PERM/INST.

**E 590 INTERNSHIP (0-0-3)** (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 516 TOPICS IN PRINT DOCUMENT PRODUCTION (3-0-3)** (F/S). Study and application of the principles and techniques involved in taking print documents from conception to production. Topics will vary, but may include desktop publishing, estimating time and cost, selecting paper and binding, working with pre-press and printing companies, and selecting appropriate distribution systems. The course assumes experience with page layout software on personal computers. This course may be taken twice for credit. PREREQ: E 515 or PERM/INST.

**E 518 WRITING FOR THE COMPUTER INDUSTRY (3-0-3)** (F/S). The study and application of principles for creating effective print and online documentation within the computer industry. Topics can include content design and organization, writing style, graphic design, principles of hypertext, and usability testing. The course also addresses strategies for working successfully as a technical communicator in the computer industry. PREREQ: E 515 or PERM/INST.

**E 519 TECHNICAL PUBLICATIONS MANAGEMENT (3-0-3)** (F/S). Analysis and application of the principles of management and
Master of Arts in Technical Communication

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 TOPICS IN ON-SCREEN DOCUMENT PRODUCTION (3-0-3)(F/S). Study and application of the principles involved in designing, creating, and managing information on the screen. Topics vary from semester to semester, but can include such areas as online information, help systems, and multimedia applications. Students practice effective hypertext and screen-design techniques from the fields of cognitive science, software psychology, and human factors. This course may be taken twice for credit. PREREQ: E 515 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
FAX 208 385-4373
http://www.idbsu.edu/techcomm
e-mail: mmarkel@bsumail.idbsu.edu

Director of Technical Communication: Mike Markel
Department Chair: Chaman Sahni
Full Graduate Faculty: Bruce Ballenger, John Battalio, Devan Cook, Jon Dayley, Richard Leahy, Mike Markel, Michelle Payne, Bruce Robbins, Mary Ellen Ryder, Karen Uehling, Driek Zirinsky
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.

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>Advanced Certificate in Technical Communication</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES12 Technical Rhetoric and Genres</td>
<td>3</td>
</tr>
<tr>
<td>E 513 Technical Editing</td>
<td>3</td>
</tr>
<tr>
<td>E 514 Technical Communication Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Two of the following:</td>
<td>6-7</td>
</tr>
<tr>
<td>AR 333 Computer Graphics for Artists</td>
<td>4</td>
</tr>
<tr>
<td>CM 307 Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>CM 361 Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>CM 479 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>
</tr>
<tr>
<td>IP 537 Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>LI 305 Introduction to Language Studies</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td>SO 398 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><strong>TOTAL</strong></td>
<td><strong>15-16</strong></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 361 ORGANIZATIONAL COMMUNICATION (3-0-3)(F/S). The application of communication theory and methodology to the study of communication within the formal organization. Theories and problems of human communication within and between organizations.


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

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

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

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

MG 401 ORGANIZATIONAL BEHAVIOR (3-0-3)(F/S). Emphasis on action skills useful for managers. Topics include managing 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, sociotechnical 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 ensure that managers are aware of the ethical responsibilities inherent in the job. PREREQ: Upper-division business standing and MG 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.
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.

Additional work will be required to receive graduate credit for undergraduate G courses.

C CHEMISTRY

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

C 411G ANALYTICAL CHEMISTRY II (2-6-4) (S).
Advanced analytical methodology with a focus on modern chemical instrumentation, signal processing, and error analysis. PREREQ: C 212 and C 322.

C 431G 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/COREQ: C 431.

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

C 440G SPECTROMETRIC IDENTIFICATION (2-0-2) (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. PREREQ: C 320; COREQ: C 440-440G.

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

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

C 503 SPECTROSCOPY (3-0-3).
Concepts and practical usage of ultra-violet, infrared, nuclear magnetic, mass 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, 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.

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

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

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

PS 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.

P PSYCHOLOGY

P 331G THE PSYCHOLOGY OF HEALTH (3-0-3) (F/S).
Principles that have emerged from the experimental analysis of behavior will be examined. The principles include, but are not limited to, operant and classical conditioning. The course will deal with applications of these principles to the understanding and change of phobias, obesity, smoking, alcoholism, aberrant sexual behavior, and similar problems. PREREQ: P 101.
SO SOCILOGY 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 March 1998**

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Information</th>
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</thead>
<tbody>
<tr>
<td>Barr, Robert</td>
<td>Professor, Foundations, Technology, and Secondary Education; Ph.D., Purdue University</td>
</tr>
<tr>
<td>Barrera, Manuel</td>
<td>Assistant Professor, Elementary Education and Specialized Studies; Ph.D., Purdue</td>
</tr>
<tr>
<td>Bartoszyński, Tomek</td>
<td>Associate Professor, Mathematics and Computer Science; Ph.D., Warsaw University, Poland</td>
</tr>
<tr>
<td>Battalio, John T.</td>
<td>Assistant Professor, English; Ph.D., Texas A &amp; M University</td>
</tr>
<tr>
<td>Baughn, C. Christopher</td>
<td>Assistant Professor, Management; Ph.D., Wayne State University</td>
</tr>
<tr>
<td>Bauwens, Jeanne</td>
<td>Professor, Elementary Education and Specialized Studies; Ed.D., University of Idaho</td>
</tr>
<tr>
<td>Bechard, Marc Joseph</td>
<td>Graduate Program Coordinator, Raptor Biology; Associate Chair and Professor, Biology; Ph.D., Washington State University</td>
</tr>
<tr>
<td>Belfy, Jeanne Marie</td>
<td>Graduate Program Coordinator and Professor, Music; Ph.D., University of Kentucky</td>
</tr>
<tr>
<td>Bell, Kenneth</td>
<td>Assistant Professor, Health, Physical Education and Recreation; Ph.D., Virginia Polytechnic Institute and State College</td>
</tr>
<tr>
<td>Belthoff, James</td>
<td>Assistant Professor, Biology; Ph.D., Clemson University</td>
</tr>
<tr>
<td>Benson, Elmo B.</td>
<td>Associate Professor, Art; Ed.D., University of Idaho</td>
</tr>
<tr>
<td>Bentley, Elton B.</td>
<td>Professor, Music; D.M.A., University of Wisconsin, Madison</td>
</tr>
<tr>
<td>Bigelow, John D.</td>
<td>Professor, Management; Ph.D., Case Western Reserve University</td>
</tr>
<tr>
<td>Birdsall, Bobbie A.</td>
<td>Assistant Professor, Counseling, Ph.D., Oregon State University</td>
</tr>
<tr>
<td>Bikby, Michael B.</td>
<td>Professor, Management; J.D., University of Michigan</td>
</tr>
<tr>
<td>Blain, Michael</td>
<td>Professor, Sociology; Ph.D., University of Colorado</td>
</tr>
<tr>
<td>Blankenship, Jim</td>
<td>Professor, Art; M.F.A., Otis Art Institute</td>
</tr>
<tr>
<td>Boren, Robert R.</td>
<td>Professor, Communication; Ph.D., Purdue University</td>
</tr>
<tr>
<td>Boucher, Teresa</td>
<td>Assistant Professor, Modern Languages, Ph.D., Princeton University</td>
</tr>
<tr>
<td>Boyer, Dale K.</td>
<td>Professor, English; Ph.D., University of Missouri, Columbia</td>
</tr>
<tr>
<td>Bratt, J. Wallis</td>
<td>Associate Professor, Music; M.M., University of Utah</td>
</tr>
<tr>
<td>Brown, Marcellus</td>
<td>Associate Professor, Music; M.M., University of Michigan</td>
</tr>
<tr>
<td>Browning, William B.</td>
<td>Assistant Professor, Modern Languages, D.M.L., Middlebury College</td>
</tr>
<tr>
<td>Brudenell, Ingrid</td>
<td>Associate Professor, Nursing; Ph.D., Oregon Health Sciences University</td>
</tr>
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### A

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Aim, Leslie</td>
<td>Assistant Professor, Public Policy and Administration; Ph.D., Colorado State University</td>
</tr>
<tr>
<td>Allen, Robin</td>
<td>Assistant Professor, Social Work; Ph.D., University of Illinois-Urbana</td>
</tr>
<tr>
<td>Altieri, Jennifer</td>
<td>Assistant Professor, Elementary Education and Specialized Studies; Ph.D., Texas A &amp; M University</td>
</tr>
<tr>
<td>Andersen, Rudy A.</td>
<td>Chair and Assistant Professor, Health Studies; D.D.S, Washington University</td>
</tr>
<tr>
<td>Andersen, Holly L.</td>
<td>Chair and Associate Professor, Foundations, Technology and Secondary Education; Ph.D., Utah State University</td>
</tr>
<tr>
<td>Anderson, Robert</td>
<td>Professor, Mathematics and Computer Science; Ph.D., Michigan State University</td>
</tr>
<tr>
<td>Anooshian, Linda James</td>
<td>Professor, Psychology; Ph.D., University of California, Riverside</td>
</tr>
<tr>
<td>Anson, Robert</td>
<td>Associate Professor, Computer Information Systems and Production Management; Ph.D., Indiana University</td>
</tr>
<tr>
<td>Armstrong, James</td>
<td>Associate Professor, Foundations, Technology and Secondary Education; Ph.D., University of Illinois</td>
</tr>
<tr>
<td>Atlakson, Philip</td>
<td>Associate Professor, Theatre Arts; M.A., State University of New York, Binghamton</td>
</tr>
<tr>
<td>Ayers, Kathleen L.</td>
<td>Associate Professor, Mathematics and Computer Science; Ph.D., University of Idaho</td>
</tr>
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### B

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<tr>
<th>Name</th>
<th>Position and Information</th>
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<tbody>
<tr>
<td>Barnes, Leslie</td>
<td>Assistant Professor, Art; M.F.A., Brooklyn College</td>
</tr>
<tr>
<td>Bahuth, Robert</td>
<td>Professor, Elementary Education and Specialized Studies; Ph.D., University of Texas, Austin</td>
</tr>
<tr>
<td>Baker, Charles W.</td>
<td>Professor, Biology; Ph.D., Oregon State University</td>
</tr>
<tr>
<td>Baker, Richard P.</td>
<td>Professor, Sociology; Ph.D., Washington State University</td>
</tr>
<tr>
<td>Baldassarre, Joseph A.</td>
<td>Professor, Music; D.M.A., Case Western Reserve University</td>
</tr>
<tr>
<td>Baldwin, John B.</td>
<td>Professor, Music; Ph.D., Michigan State University</td>
</tr>
<tr>
<td>Ballenger, Bruce</td>
<td>Assistant Professor, English; Ph.D., University of New Hampshire</td>
</tr>
<tr>
<td>Baltzell, Michael</td>
<td>Assistant Professor, Theatre Arts; M.F.A., Idaho State University</td>
</tr>
<tr>
<td>Bammel, Brad P.</td>
<td>Associate Professor, Chemistry; Ph.D., University of New Orleans</td>
</tr>
<tr>
<td>Banks, Richard C.</td>
<td>Chair and Professor, Chemistry; Ph.D., Oregon State University</td>
</tr>
<tr>
<td>Barney, Lloyd Dwayne</td>
<td>Chair and Professor, Marketing and Finance; Ph.D., Texas A &amp; M University</td>
</tr>
</tbody>
</table>
Boise State University Graduate Faculty

Budde, James ..............................................(1997)
Assistant Professor, Art; M.F.A., California State University
Buffenbarger, James ......................................(1991)
Associate Professor, Mathematics and Computer Science; Ph.D.,
University of California-Davis
Buhler, Peter .............................................(1977)
Chair and Professor, History; Ph.D., University of California, San
Diego
Bullock, Douglas .........................................(1996)
Assistant Professor, Mathematics and Computer Science; Ph.D.,
University of Iowa
Buss, Stephen ............................................(1997)
Associate Professor, Theatre Arts; Ph.D., Washington State
University
Button, Sherman G ......................................(1976)
Professor, Health, Physical Education and Recreation; Ph.D.,
University of Utah

C
Carter, Loren S ...........................................(1970)
Professor, Chemistry; Ph.D., Washington State University
Casner, Nicholas A .......................................(1992)
Assistant Professor, History; Ph.D., Carnegie-Mellon University
Centanni, Russell .........................................(1973)
Professor, Biology; Ph.D., University of Montana
Chastain, Garvin .........................................(1978)
Professor, Psychology; Ph.D., University of Texas, Austin
Christensen, Steve .....................................(1987)
Associate Professor, Foundations, Technology and Secondary
Education; Ph.D., University of Idaho
Colby, Conrad ...........................................(1970)
Professor, Respiratory Therapy; Ph.D., University of Montana
Conant, Isabelle ...........................................(1998)
Assistant Professor, Modern Languages; Ph.D., University of
Arizona
Cook, Devan .............................................(1997)
Assistant Professor, English; Ph.D., Florida State University
Cotrell, Gretchen .........................................(1991)
Assistant Professor, Social Work; Ph.D., University of California,
Berkeley
Cox, David ................................................(1992)
Chair, Graduate Program Coordinator, and Assistant Professor,
Instructional & Performance Technology; Ph.D., University of
Minnesota
Cox, Marvin .............................................(1977)
Chair, Graduate Program Coordinator, and Professor,
Communication; Ph.D., University of Kansas
Cox, T Virginia ...........................................(1967)
Chair and Associate Professor, Anthropology; Ph.D., University of
Georgia
Crank, John ...............................................(1994)
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D
Davis, Charles ...........................................(1963)
Professor, English; Ph.D., University of North Carolina, Chapel Hill
Dayley, Jon Philip .......................................(1982)
Professor, English; Ph.D., University of California, Berkeley
Dodson, Jerry ...........................................(1970)
Professor, Psychology; Ph.D., Purdue University
Donaldson, Paul R ......................................(1975)
Chair and Professor, Geosciences; Ph.D., Colorado School of
Mines
Dorman, Patricia .......................................(1967)
Chair and Professor, Sociology; Ph.D., University of Utah

E
Eastman, Phillip ........................................(1977)
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Computer Science; Ph.D., University of Texas
Eisley, Mark .............................................(1990)
Associate Professor, Instructional & Performance Technology;
Ph.D. Brigham Young University
Ellis, Robert W ..........................................(1971)
Professor, Chemistry; Ph.D., Oregon State University
English, Denise M .......................................(1996)
Associate Professor, Accountancy; Ph.D., Indiana University
English, Thomas J ......................................(1996)
Associate Professor, Accountancy; Ph.D., Arizona State University

F
Feldman, Alex ..........................................(1988)
Graduate Program Coordinator and Associate Professor,
Mathematics and Computer Science; Ph.D., University of
Wisconsin, Madison
Fletcher, Allan W ......................................(1970)
Professor, History; Ph.D., University of Washington
Foster, Thomas ..........................................(1997)
Assistant Professor, Computer Information Systems and Computer
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Frankle Alan .............................................(1984)
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Freemuth John C .......................................(1986)
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French, Judith ...........................................(1976)
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Friedli, Robert L (1972)
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Fronmueler, Michael P ................................(1990)
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Specialized Studies; Ed.D., Texas A & M University
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G
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Gehrke, Pamela .................................................. (1998)  
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Glen, Roy .................................................. (1982)  
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Gough, Newell "Sandy" ........................................... (1989)  
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Groebner, David F ............................................. (1973)  
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Hadden, James E .................................................. (1997)  
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Harkness, Daniel .................................................. (1993)  
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Harris, Chad .................................................. (1995)  
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Harrison, Teresa Delgadillo ..................................... (1997)  
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Hausrath, Alan R .................................................. (1977)  
Professor, Mathematics and Computer Science; Ph.D., Brown University

Hayes, Curtis .................................................. (1994)  
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Heap, Felix A .................................................. (1978)  
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Hemmens, Craig .................................................. (1996)  
Assistant Professor, Criminal Justice Administration; J.D., North Carolina Central University

Henderson, Heike .................................................. (1998)  
Assistant Professor, Modern Languages; Ph.D., University of California-Davis

Hepler, Juanita .................................................. (1991)  
Director and 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

Holmes, M. Randall ............................................... (1996)  
Associate Professor, Mathematics and Computer Science; Ph.D., State University of New York at Binghamton

Hunts, 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

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

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

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

Jain, Amit .................................................. (1996)  
Assistant Professor, Mathematics and Computer Science; Ph.D., University of Central Florida

Jarratt Smith, Mary K ............................................ (1987)  
Associate Professor, Mathematics and Computer Science; Ph.D., Montana State University

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)  
Professor, History; Ph.D., Texas Christian University

Joryck, Cheryl .................................................. (1998)  
Assistant Professor, Biology; Ph.D., John Hopkins University

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

Kania-Bartoszynska, Joanna ................................ (1996)  
Assistant Professor, Mathematics and Computer Science; Ph.D., University of California, Berkeley

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

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

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

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

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

Kober, J. Alfred .................................................. (1968)  
Professor, Art; M.S., Fort Hays State University
<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Koeppen, David R</td>
<td>Chair and Associate Professor, Accountancy</td>
<td>University of Wisconsin, Madison</td>
</tr>
<tr>
<td>Koetsier, Peter</td>
<td>Assistant Professor, Biology</td>
<td>Idaho State University</td>
</tr>
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<td>Kozar, Bill</td>
<td>Professor, Health, Physical Education and Recreation</td>
<td>University of Iowa</td>
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<td>Kyle, Patricia</td>
<td>Assistant Professor, Elementary Education and Specialized Studies</td>
<td>University of Idaho</td>
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<td>La Cava, Gerald</td>
<td>Professor, Computer Information Systems and Production Management</td>
<td>University of Kansas</td>
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<tr>
<td>Lambert, Carroll</td>
<td>Professor, Elementary Education and Specialized Studies</td>
<td>Utah State University</td>
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<td>Lambert, Daniel G</td>
<td>Professor, Mathematics and Computer Science</td>
<td>University of Oregon</td>
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<td>Landrum, R. Eric</td>
<td>Chair and Associate Professor, Psychology</td>
<td>Southern Illinois University at Carbondale</td>
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<td>LaRiviere, Sara</td>
<td>Chair and Associate Professor, Health Studies</td>
<td>University of La Verne</td>
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<td>Lathen, William</td>
<td>Professor, Accountancy</td>
<td>Arizona State University</td>
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<td>LeMaster, Clifford</td>
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<td>University of California, Davis</td>
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<td>Assistant Professor, Political Science</td>
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<td>Professor, Economics</td>
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<td>Liley, Denice Goodrich</td>
<td>Assistant Professor, Social Work</td>
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<td>Associate Professor, Elementary Education and Specialized Studies</td>
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<td>Professor, English</td>
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<td>Long, Elaine M</td>
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<td>Associate Professor, Biology</td>
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<td>Assistant Professor, Mathematics and Computer Science</td>
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<td>University of Wisconsin</td>
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<td>Lyons, Lamont S</td>
<td>Professor, Foundations, Technology and Secondary Education</td>
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<td>Maguire, James H</td>
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<td>Director of Technical Communication and Professor</td>
<td>English</td>
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<td>Chair and Associate Professor, Criminal Justice Administration</td>
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<td>Catholic University of America</td>
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<td>Professor, Music, D.M.A.</td>
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<td>Professor, Chemistry</td>
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<td>Associate Professor, Computer Information Systems and Production Management</td>
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<td>Maynard, Richard</td>
<td>Assistant Professor, Music</td>
<td>University of Iowa</td>
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<td>McCain, Gary</td>
<td>Professor, Marketing</td>
<td>University of Oregon</td>
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<td>McCarl, Robert S III</td>
<td>Associate Professor, Anthropology</td>
<td>Memorial University of Newfoundland</td>
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<td>McChesney, John W</td>
<td>Assistant Professor, Health, Physical Education and Recreation</td>
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<td>McCorkie Suzanne</td>
<td>Professor, Biology</td>
<td>University of Colorado</td>
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<td>McCluskie, C Ed Jr</td>
<td>Professor, Communication</td>
<td>University of Iowa</td>
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<td>McPherson, Mary B</td>
<td>Assistant Professor, Communication</td>
<td>Ohio University</td>
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<td>Medlin, John J</td>
<td>Associate Professor, Accountancy</td>
<td>University of Denver</td>
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<td>Mercer, Gary D</td>
<td>Professor, Chemistry</td>
<td>Cornell University</td>
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<td>Merz, C Mike</td>
<td>Professor, Accountancy</td>
<td>University of Southern California</td>
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<td>Michaels, Paul</td>
<td>Assistant Professor, Geosciences</td>
<td>University of Utah</td>
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<tr>
<td>Miller, Lynn</td>
<td>Assistant Professor, Counseling Department</td>
<td>University of Colorado</td>
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</table>
Boise State University Graduate Faculty

Miller, Margaret.................................................................(1994)  
Graduate Program Coordinator and Professor, Counseling; Ph.D., University of Idaho

Miller, Nicholas..............................................................................(1993)  
Assistant Professor, History; Ph.D., University of Indiana

Miller, Rickie..................................................................................(1992)  
Assistant Professor, Elementary Education and Specialized Studies; Ph.D., New Mexico State University

Mills, Janet Lee..............................................................................(1989)  
Professor, Public Policy and Administration; Ph.D., University of Kansas

Minch, Robert P................................................................................(1986)  
Professor, Computer Information Systems and Production Management; Ph.D., Texas Tech University

Moncrief, Gary F..............................................................................(1976)  
Professor, Political Science; Ph.D., University of Kentucky

Moore, Rick Clifton..........................................................................(1994)  
Assistant Professor, Communication; Ph.D., University of Oregon

Moorhead-Rosenberg, Florence J.............................................(1993)  
Chair and Associate Professor, Modern Languages; Ph.D., University of California, Davis

Morris, Daniel N.............................................................................(1986)  
Assistant Professor, Communication; Ph.D., University of Missouri

Most, Marshall..............................................................................(1995)  
Assistant Professor, Communication; M.A., Boise State University

Mullern, Margaret..........................................................................(1996)  
Assistant Professor, Elementary Education and Specialized Studies; Ph.D., University of Illinois at Chicago

Munger, James C .............................................................................(1988)  
Chair and Professor, Biology; Ph.D., University of Arizona

Murray, Judith................................................................................(1989)  
Associate Professor, Nursing; Ph.D., University of Iowa

Nagasundaram, Murli........................................................................(1996)  
Assistant Professor, Computer Information Systems and Production Management; Ph.D., University of Georgia

Napier, Nancy K.............................................................................(1986)  
Coordinator of International Business Consortium and Programs, College of Business and Economics; Professor, Management; Ph.D., Ohio State University

Neely, Kent......................................................................................(1994)  
Associate Dean, College of Arts and Sciences; Director of Interdisciplinary Studies; Professor, Theatre Arts; Ph.D., Wayne State University

Nelson, Anne M..............................................................................(1967)  
Counseling Psychologist and 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, E. Shawn..............................................................................(1996)  
Assistant Professor, Accountancy; Ph.D., University of Houston

Novak, Stephen...............................................................................(1993)  
Assistant Professor, Biology; Ph.D., Washington State University

Odahl, Charles M.............................................................................(1975)  
Professor, History; Ph.D., University of California, San Diego

O'Grady, John (Sean) P.....................................................................(1994)  
Assistant Professor, English; Ph.D., University of California, Davis

Ollenburger, Jane C.........................................................................(1995)  
Dean, College of Social Sciences and Public Affairs; Professor, Sociology; Ph.D., University of Nebraska

Olmstead, Robert M..........................................................................(1997)  
Associate Professor, English; M.A., Syracuse University

P

Parker, Ben L....................................................................................(1977)  
Professor, Communication; Ph.D., Southern Illinois University, Carbondale

Parkinson, Del R.............................................................................(1985)  
Professor, Music; D.M., Indiana University

Parks, Donald J................................................................................(1973)  
Professor, Mechanical Engineering; Ph.D., University of Minnesota

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

Patrick, Steven.............................................................................(1991)  
Assistant Professor, Sociology; Ph.D., University of California-Riverside

Patterson, David.............................................................................(1989)  
Applied Research Director, Associate Professor, Political Science; Ph.D., University of Utah

Pawlosic, Max G..............................................................................(1973)  
Professor, Anthropology; Ph.D., University of Colorado, Boulder

Payne, Michelle M..........................................................................(1997)  
Assistant Professor, English; Ph.D., University of New Hampshire

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

Pelton, John R................................................................................(1981)  
Graduate Program Coordinator and Professor, Geosciences; Ph.D., University of Utah

Petkus, Edward Jr...........................................................................(1993)  
Assistant Professor, Marketing and Finance; Ph.D., University of Tennessee

Petlichkoff, Linda M.........................................................................(1987)  
Professor, Health, Physical Education and Recreation; Ph.D., University of Illinois

Pfeifer, Ronald..............................................................................(1979)  
Graduate Program Coordinator and Professor, Health, Physical Education and Recreation; Ed.D., Brigham Young University

Pirrong, Gordon D...........................................................................(1978)  
Professor, Accountancy; D.B.A., Arizona State University

Plew, Mark G...................................................................................(1984)  
Professor, Anthropology; Ph.D., Indiana University, Bloomington

Pollard, Constance.........................................................................(1993)  
Associate Professor, Foundations, Technology and Secondary Education; Ph.D., University of Nebraska, Lincoln

Pomplian, Richard...........................................................................(1996)  
Assistant Professor, Marketing and Finance; Ph.D., University of Texas Austin

Potter, Glenn R..............................................................................(1985)  
Interim 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)  
Professor, Marketing and Finance; Ph.D., Texas Tech University

Raymond, Gregory A.....................................................................(1974)  
Honors Program Director and Professor, Political Science; Ph.D., University of South Carolina
Boise State University Graduate Faculty

Reynolds, R Larry (1979)
Professor, Economics; Ph.D., Washington State University

Robins, 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; Ph.D., Indiana University

Rohlfing, Mary E (1992)
Associate Professor, Communication; Ph.D., University of Iowa

Rudd, Robert A (1985)
Associate Professor, Communication; Ph.D., University of Oregon

Ruey, Audrey (1997)
Assistant Professor, Elementary Education and Specialized Studies; Ph.D., University of Wisconsin, Madison

Assistant Professor, Chemistry; Ph.D., University of Arizona, Tucson

Ruud, William (1997)
Vice President for Institutional Advancement and Professor, Management; Ph.D., University of Nebraska

Rychert, Robert C (1975)
Professor, Biology; Ph.D., Utah State University

Ryder, Mary Ellen (1988)
Associate Professor, English; Ph.D., University of California, San Diego

Sadler, Norma J (1973)
Professor, Elementary Education and Specialized Studies; Ph.D., University of Wisconsin, Madison

Sahni, Chaman L (1973)
Chair and Professor, English; Ph.D., Wayne State University

Samball, Michael (1976)
Associate Professor, Music; D.M.A., North Texas State University

Sanderson, Irene (Rena) (1994)
Assistant Professor, English; Ph.D., University of Colorado, Boulder

Sanderson, Richard K (1971)
Associate Professor, English; Ph.D., New York University

Sarikas, Robert Zeke (1996)
Associate Professor, Accountancy; Ph.D., University of Illinois at Urbana-Champaign

Saunders, David (1997)
Assistant Professor, Music; DMA, State University of New York at Stonybrook

Schackel, Sandra K (1989)
Director of Graduate Studies and Associate Professor, History; Ph.D., University of New Mexico

Scheppers, Marion (1988)
Professor, Mathematics and Computer Science; Ph.D., University of Kansas

Schimpf, Martin E (1990)
Associate Professor, Chemistry; Ph.D., University of Utah

Schooley, Diane (1989)
Associate Professor, Marketing and Finance; Ph.D., University of Colorado, Boulder

Schroeder, Gerald H (1978)
Associate Professor, Music; D.M.A., University of Colorado

Seibert, Pennie S (1990)
Associate Professor, Psychology; Ph.D., University of New Mexico

Shadle, Susan (1997)
Assistant Professor, Chemistry; Ph.D., Stanford University

Shallat, 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)
Graduate Program Director and Associate Professor, Health Science; Sc.D., Tulane University School of Public Health and Tropical Medicine

Shurtleff-Young Cheryl (1978)
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

Associate Professor, Elementary Education and Specialized Studies; Ph.D., University of Illinois, Urbana-Champaign

Skoro, Charles L (1982)
Chair and 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, Madison

Smith, Kirk (1993)
Assistant Professor, Marketing and Finance; Ph.D., University of Houston

Smith, William S (1973)
Professor, Physics; Ph.D., University of Wisconsin, Madison

Snow, Mark E (1971)
Professor, Psychology; Ph.D., University of Utah

Snyder, Walter S (1984)
Professor, Geosciences; Ph.D., Stanford University

Spear, Caile E (1996)
Assistant Professor, Health, Physical Education and Recreation; Ph.D., University of Arkansas

Spinosa, Claude (1970)
Graduate Program Coordinator, Geology; Professor, Geosciences; Ph.D., University of Iowa

Steiner, Stanley (1992)
Associate Professor, Elementary Education and Specialized Studies; Ph.D., University of Wyoming

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

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

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

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

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

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

Taylor, James (1997)
Dean and Professor, College of Health Sciences; Ed.D., George Washington University
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<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tr>
<td>Taylor Ronald S.</td>
<td>Professor, Art; M.F.A., Utah State University</td>
<td>(1975)</td>
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<td>Thomason George</td>
<td>Associate Professor, Music; M.A., Boise State University</td>
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<td>Thorngren Connie M.</td>
<td>Associate Professor, Health, Physical Education and Recreation; M.Ed., Central Washington University</td>
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<td>Thorsen Carolyn</td>
<td>Associate Professor, Foundations, Technology and Secondary Education; Ph.D., University of Washington</td>
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<td>Trusky Tom</td>
<td>Professor, English; M.A., Northwestern University</td>
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<td>Turrisi, Robert</td>
<td>Assistant Professor, Psychology; Ph.D., State University of New York at Albany</td>
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<td>Twig, Charlotte</td>
<td>Professor, Economics; Ph.D., University of Washington</td>
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<td>Uehling, Karen S.</td>
<td>Associate Professor, English; M.A., University of California, Irvine</td>
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<td>Vaughn, Ross E</td>
<td>Chair and Professor, Health, Physical Education and Recreation; Ph.D., Washington State University</td>
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<td>Vinz, Warren L.</td>
<td>Professor, History; Ph.D., University of Utah</td>
<td>(1968)</td>
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<td>Waite, Wenden W</td>
<td>Chair and Professor, Elementary Education and Specialized Studies; Ph.D., Utah State University</td>
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<td>Warden, Sharon</td>
<td>Assistant Professor, Mathematics and Computer Science; Ph.D., Washington State University</td>
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<td>Professor, Criminal Justice Administration; Ph.D., Bowling Green State University</td>
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<td>Ward, Frederick R.</td>
<td>Professor, Mathematics and Computer Science; Ph.D., Virginia Polytechnic Institute State University</td>
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<td>Warner, Kathleen C.</td>
<td>Assistant Professor, English; Ph.D., Indiana University, Bloomington</td>
<td>(1966)</td>
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<td>Weatherby, James B.</td>
<td>Chair and Associate Professor, Public Policy and Administration; Ph.D., University of Idaho</td>
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<td>White, Craig</td>
<td>Professor, Geosciences; Ph.D., University of Oregon</td>
<td>(1980)</td>
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<td>White, Harry</td>
<td>Interim Dean and Graduate Studies Director, College of Business and Economics; Associate Professor, Marketing and Finance; Ph.D., Texas A &amp; M</td>
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<td>Wicklow-Howard, Marcia</td>
<td>Professor, Biology; Ph.D., Oregon State University</td>
<td>(1975)</td>
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<td>Widmayer, Jan</td>
<td>Graduate Program Coordinator and Professor, English; Ph.D., University of Michigan</td>
<td>(1978)</td>
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<td>Wieland, Mitchell</td>
<td>Associate Professor, English; M.F.A., University of Alabama</td>
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<td>Wilkinson, Timothy J.</td>
<td>Associate Professor, Political Science; Ph.D., University of Utah</td>
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<td>Willis, Lonnie L.</td>
<td>Professor, English; Ph.D., University of Colorado, Boulder</td>
<td>(1970)</td>
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<td>Willison, Scott</td>
<td>Associate Professor, Foundations, Technology and Secondary Education; Ph.D., Indiana University</td>
<td>(1997)</td>
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<td>Wilson, Martha K.</td>
<td>Graduate Program Coordinator and Assistant Professor, Social Work; Ph.D., University of Alabama</td>
<td>(1994)</td>
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<td>Wines, William A.</td>
<td>Professor, Management; J.D., University of Michigan</td>
<td>(1984)</td>
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<td>Winiecki, Donald J.</td>
<td>Visiting Professor, Instructional &amp; Performance Technology; Ed.D., Texas Tech University</td>
<td>(1996)</td>
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<td>Witt, Stephanie L.</td>
<td>Chair and Associate Professor, Political Science; Ph.D., Washington State University</td>
<td>(1989)</td>
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<td>Wojtkowski, W. Gregory</td>
<td>Professor, Computer Information Systems and Production Management; Ph.D., Case Western Reserve University</td>
<td>(1997)</td>
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<td>Wojtkowski, Wita</td>
<td>Professor, Computer Information Systems and Production Management; Ph.D., Case Western Reserve University</td>
<td>(1997)</td>
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<td>Wollheim, Peter</td>
<td>Associate Professor, Communication; Ph.D., McGill University</td>
<td>(1989)</td>
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<td>Wood, Spencer H.</td>
<td>Professor, Geosciences; Ph.D., California Institute of Technology</td>
<td>(1977)</td>
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<td>Woods, L. Shelton</td>
<td>Assistant Professor, History; Ph.D., University of California, Los Angeles</td>
<td>(1994)</td>
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<td>Young, Katherine</td>
<td>Professor, Elementary Education and Specialized Studies; Ed.D., Utah State University</td>
<td>(1988)</td>
</tr>
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<td>Young, Richard A.</td>
<td>Gallery Director and Assistant Professor, Art; M.F.A., Washington State University</td>
<td>(1994)</td>
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<td>Yunker, Douglas</td>
<td>Associate Professor, Social Work; M.S.W., Indiana University</td>
<td>(1976)</td>
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<tr>
<td>Zaerr, Linda Marie</td>
<td>Associate Professor, English; Ph.D., Washington State University</td>
<td>(1987)</td>
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<tr>
<td>Zirinsky Drieck</td>
<td>Professor, English; Ph.D., University of North Carolina Chapel Hill</td>
<td>(1984)</td>
</tr>
<tr>
<td>Zirinsky, Michael P.</td>
<td>Professor, History; Ph.D., University of North Carolina Chapel Hill</td>
<td>(1973)</td>
</tr>
</tbody>
</table>
### Adjunct Graduate Faculty

**Part Time Faculty, Faculty from Other Universities, and Personnel from Affiliated Agencies as of March 1998**

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

#### A

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<thead>
<tr>
<th>Name</th>
<th>Degree, Field</th>
<th>Date of Appointment</th>
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<tbody>
<tr>
<td>Agras, Jonathan P.</td>
<td>M.S., Instructional Technology</td>
<td>(1996)</td>
</tr>
<tr>
<td>Albright, Laura</td>
<td>M.H.P., Health Science</td>
<td>(1998)</td>
</tr>
<tr>
<td>Allaire, Bobbie M.</td>
<td>M.S., Instructional Technology</td>
<td>(1994)</td>
</tr>
<tr>
<td>Anderson, Jay E.</td>
<td>Ph.D., Biology</td>
<td>(1986)</td>
</tr>
<tr>
<td>Anderson, Robert C.</td>
<td>Ph.D., Biology</td>
<td>(1986)</td>
</tr>
<tr>
<td>Anson, Patricia Harvey</td>
<td>Ph.D., Instructional Technology</td>
<td>(1996)</td>
</tr>
</tbody>
</table>

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<tr>
<th>Name</th>
<th>Degree, Field</th>
<th>Date of Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baron, Don</td>
<td>M.B.A., Vietnam MBA</td>
<td>(1997)</td>
</tr>
<tr>
<td>Bart, Jonathan</td>
<td>Ph.D., Biology</td>
<td>(1997)</td>
</tr>
<tr>
<td>Beecham, John J.</td>
<td>Ph.D., Biology</td>
<td>(1986)</td>
</tr>
<tr>
<td>Belcheir, Marcia J.</td>
<td>Ph.D., Instructional Technology</td>
<td>(1996)</td>
</tr>
<tr>
<td>Berrell, Michael</td>
<td>Ph.D., Vietnam MBA</td>
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Roloff, Gary John, Ph.D., Biology ....................................... (1997)
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Stephens, Trent D., Ph.D., Biology ..................................... (1998)
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Stuebel, Donald P., Ph.D., Biology .................................... (1986)
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Tydeman, William, Ph.D., History ..................................... (1994)

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71. Annex 11 (1109)
72. Northwest Association of Schools & Colleges
73. Parking Annex
74. Annex 8-University Architects (1885)
75. SRL (1803 Donald Circle)
76. SRL (1809 Donald Circle)
77. RRTAC (2091)
78. University Village (2510 A-E)
79. Theater Arts Annex (2611 W. Boise Ave.)
80. University Park Apartments
81. Health Science Riverside