BOISE STATE UNIVERSITY

GRADUATE CATALOG

1999-2000
Welcome from the President

To all prospective and continuing graduate students, welcome to Boise State University.

BSU is a resource for the future, both for the State of Idaho and for you, the students, who enroll in its programs. Graduate education at BSU is the essence of vitality, intellectual stimulation, and the excitement of expanding your own talents and abilities.

Boise State is the home of internationally recognized scholars and research activities, award-winning teaching faculty, championship athletic teams, and a student body that is growing in numbers, diversification, and international scope.

The campus, bordered by the Boise River greenbelt, is beautifully maintained and provides a relaxed creative environment to promote your personal and intellectual growth. The campus is located within the largest metropolitan area of Idaho and attracts more than one million people annually to its cultural, entertainment, and sporting events.

I am pleased that you are considering or have chosen to join our university community.

My very best wishes for your success.

Charles P. Ruch
President
The purpose of the Boise State Catalog is to provide current and accurate information about Boise State University for guidance of prospective students, for faculty and administrative officers, for students currently enrolled, and for other education or allied agencies.

Catalogs, bulletins, course and fee schedules, etc., are not to be considered as binding contracts between Boise State University and students. The university and its divisions reserve the right at any time, without advance notice, to: (a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the regulations and requirements governing instruction in, and graduation from, the university and its various divisions; and (f) change any other regulations affecting students. Changes shall go into force whenever the proper authorities so determine, and shall apply not only to prospective students but also to those who are matriculated at the time in the university. When economic and other conditions permit, the university tries to provide advance notice of such changes. In particular, when an instructional program is to be withdrawn, the university will make every reasonable effort to ensure that students who are within two years of completing the graduation requirements, and who are making normal progress toward the completion of those requirements, will have the opportunity to complete the program which is to be withdrawn.

It is the policy of Boise State University to provide equal educational and employment opportunities, services, and benefits to students and employees without regard to race, color, national origin, sex, creed, age or handicap in accordance with Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 799A and 845 of the Public Health Act, and Sections 503 and 504 of the Rehabilitation Act of 1973, where applicable, as enforced by the U.S. Department of Health, Education, and Welfare.

Note: The courses contained in this catalog do not preclude or limit the university in its offerings for any semester or session nor do they restrict the university to the time block (semester) represented by the approved academic calendar.

Boise State University attempts to respond to the educational needs and wants of any and all students when expressed. Requests for courses to be offered whenever they are desired will be favorably received providing that a minimum of 12 qualified students enroll in the class and a competent faculty member is available to teach the course.
To be completed by students holding a bachelor's or higher degree. Please type or print clearly in ink. All entries must be answered. Those that do not apply, mark N.A. If you do not enroll in the semester noted below, you must contact Graduate Admissions before attempting to register for a subsequent semester. Foreign students may not use this form. Please contact Foreign Student Admissions at 208-426-1757.

1. Semester you plan to initially enroll: __________________________
   (Fall, Spring, Summer) (Year)

2. Enrollment Status: □ Part-time (7 credit hours or less) □ Full-time (8 credit hours or more)

3. Degree Objective from list on back. Check only one and enter here: __________________________

4. Full Legal Name ____________________________________________
   Last Name ____________________________ First Name ____________________________ Middle Name ____________________________
   Previous Names ____________________________ Preferred Name ____________________________

5. Social Security Number ____________________________ Date of Birth: ____________________________

6. Permanent Address ____________________________________________
   Address ____________________________ City ____________________________ State __________ Zip Code ____________________________

7. Mailing Address ____________________________________________
   Address ____________________________ City ____________________________ State __________ Zip Code ____________________________

8. E-mail Address ____________________________________________

9. Telephone Number: Eve. (______) ______ Day (______) ______

10. Gender: □ Male □ Female

11. Will you have been a legal resident of the State of Idaho for the 12 months prior to the start of the semester checked in #1? □ Yes □ No
   (Please refer to the Graduate Catalog for definitions of legal residency for tuition purposes.)
   If NO, state of legal residence ____________________________________________
   If NO, date continuous residence in Idaho began ____________________________

13. Citizenship If not a US citizen, please include a copy of your Resident Alien Card. (US or other)

14. Ethnic Origin (check one): □ American Indian □ Asian □ Black □ Hispanic □ White □ I do not care to respond

15. Have you previously applied to Boise State University? □ Yes □ No

16. Have you previously enrolled at Boise State University? □ Yes □ No If Yes, when? ____________________________

17. Colleges or Universities (including Boise State) attended: Failure to list all institutions attended is considered fraud and subjects applicant to cancellation of registration and dismissal from the university.
   Name of Institution ____________________________ City & State ____________________________ Dates Attended—Month/Year From ______ To ______
   ____________________________________________
   ____________________________________________
   ____________________________________________

18. College or University Degrees held:
   Type (B.A., B.S., etc.) ____________________________ College or University ____________________________ Major Field ____________________________ Date Received ____________________________

I certify that the statements in this application are true and I understand that prior to enrolling, I need to submit a completed application, $20 nonrefundable application fee, and have official transcripts sent directly from each post-high school institution attended directly to the Graduate Admissions Office. * (Students pursuing general graduate study need to submit an official transcript from the institution which granted their highest degree.) I understand that any misrepresentation or omission of facts will be cause for denial of admission or dismissal from the University.

* To allow us to verify that they meet the minimum GPA requirement for the Graduate College, degree-seeking applicants may attach a copy of the transcript from the institution which granted their highest degree. However, official transcripts will be needed before admission to a graduate program can occur. Applicants who possess a master's or higher degree need not have their GPA verified.

Full Legal Signature of Applicant

Date

RETURN TO: Graduate Admissions Office, Boise State University, Math/Geoscience 141, 1910 University Drive, Boise, ID 83725.
   Telephone (208) 426-3903 or 426-4204. Toll-free in Idaho 1-800-632-6396. Toll-free nationwide 1-800-824-7017.

ON-LINE APPLICATION: http://www.boisestate.edu/gradcoll
## DEGREE OBJECTIVES

### DEGREE SEEKING GRADUATE

- [ ] Doctor of Education
- [ ] MS in Accountancy
  - [ ] Taxation
- [ ] MA/MS in Biology
- [ ] Master of Business Administration
- [ ] MA in Art
- [ ] MA in Communication
- [ ] MS in Computer Science
- [ ] MA in Criminal Justice Administration
- [ ] MS in Earth Science

#### MA in Education
- [ ] Curriculum & Instruction
  - or Curriculum & Instruction
    - [ ] Bilingual Education Option
    - [ ] ESL Option
    - [ ] Secondary Certification Option
      - (Emphasis ____________________________)
- [ ] Early Childhood
- [ ] Reading
- [ ] Special Education

#### MS in Education
- [ ] Educational Technology (Fall Admission Only)
- [ ] Mathematics
- [ ] MA in English
- [ ] MS in Exercise & Sport Studies
- [ ] Master of Fine Arts in Creative Writing
- [ ] Master of Fine Arts in Visual Arts
- [ ] MS in Geology

### NON DEGREE SEEKING GRADUATE

- [ ] General Graduate study (Non-education courses)
- [ ] General Graduate study (Education courses)

### NON-GRADUATE STUDY

**Teacher Certification**
- [ ] Elementary
- [ ] Secondary
  - (Emphasis ____________________________)
- [ ] Endorsement
- [ ] State checklist

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Equal Opportunity/Affirmative Action Institution
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Summer Session 1999

For Registration Information, see the Summer Directory of Classes

April 5-30. Registration for continuing students for summer/fall 1999.
May 3, Monday. Last day to mail 1998-99 Free Application for Federal Student Aid (FAFSA) for consideration for financial aid for 1998-99 (including summer 1999).
May 31, Friday. Fee payment deadline for summer session. Students who do not plan to attend must cancel by this date.
June 1, Tuesday. Late payment fee of $50 charged on all student fee accounts with an unpaid balance.
June 4, Friday. Last day to submit the BSU summer financial aid application. Date by which the BSU Financial Aid Office must receive the processed 1998-99 Free Application for Federal Student Aid (FAFSA) to be considered for summer financial aid.
June 7, Monday. Classes begin for 5-week, 10-week and first 5-week sessions. No late registration fees will be charged for summer semesters. Payment due date for charges incurred will be the date of registration for all classes except second five week block.
June 11, Friday. Last day to submit Admission to Candidacy form to the Graduate Admissions Office for graduate degrees to be awarded in August 1999.
June 11, Friday. Last day to submit Application for Graduation Degree for master's or doctoral diploma for August graduation - Graduate Admissions Office.
July 5, Monday. Independence Day Holiday (no classes - University offices closed).
July 9, Friday. End of first 5-week session.
July 12, Monday. Classes begin for second 5-week session.
July 16, Friday. Last day for final oral, project, thesis, or dissertation defense for August graduation.
July 20, Friday. Last day to submit final signed copies (2) of project or thesis, or dissertation to Graduate Dean's Office for August graduation.
August 13, Friday. End of 10-week session and second 5-week session.

Fall Semester 1999

For Registration Information, see the Fall Directory of Classes

February 1, Monday. Last recommended date to mail the Free Application for Federal Student Aid (FAFSA) to be considered for 1999-2000 need-based scholarships. (The FAFSA is mailed to and processed by a federal agency and must be received by the BSU Financial Aid Office by February 1.)
March 1, Monday. Date by which BSU Scholarship Application must be received in the Financial Aid Office to be considered for 1999-2000 merit and need-based scholarships.
March 1, Monday. Last recommended date to mail the Free Application for Federal Student Aid (FAFSA) and supporting documents for best chance of receiving 1999-2000 grants, work-study, loans and waivers of non resident tuition. Students applying after this date may not have financial aid available in time to assist with fall fee payment. The FAFSA is processed by a federal agency and must be received by the BSU Financial Aid Office by April 1.
April 1, Thursday. Date by which all materials must be received in the Financial Aid Office for best chance of receiving 1999-2000 grants, work-study, loans and waivers of non resident tuition. Students whose application materials are received after this date may not have financial aid available in time for fall fee payment.
June 1, Tuesday. Last day for all international student application materials to be received for fall semester consideration.
July 21, Wednesday. Last day for graduate students to submit applications, transcripts and other materials to the Graduate Admissions Office for fall semester. Applications received after this date might not be processed in time to admit students to degree or certification programs.
August 8-September 3. Registration continues. Registrar's Office, Administration Building, Room 110 - 8:00 a.m. - 5:00 p.m.
August 16-17 Monday-Tuesday. Faculty orientation and meetings.
August 19, Thursday. Residence Halls open.
August 20, Friday. Fee payment deadline for registered students (payment must be received by 5:00 p.m.). Students who do not plan to attend must cancel by this date.
August 23, Monday. Classes begin. A $50.00 late payment fee will be assessed on unpaid accounts.
August 27, Friday. Last day for 100% refund for dropping a class or withdrawing from the University (minus $25 administrative fee and late fees assessed).
August 27, Friday. Last day for faculty initiated drops for non attendance during the first week of the semester to be turned into the Registrar's Office.
August 27, Friday. Last day to submit Admission to Candidacy form to the Graduate Admissions Office for master's or doctoral degree to be awarded in December.
August 28, Friday. Last day to file Application for Graduation Degree for master's or doctoral diploma for December graduation - Graduate Admissions Office.
August 27-29. Weekend University classes begin.
August 30, Monday. Instructor permission required to register or add classes.
September 3, Friday. Last day to register. Last day to add a class. Last day to change from credit to audit or audit to credit. Last day for 50% refund for dropping a class or withdrawing from the University (minus $25 administrative processing fee and any late fees assessed). Last day to drop a class without a "W" appearing on the transcript.
September 6, Monday. Labor Day holiday (no classes - University offices closed).
September 10, Friday. Last day to drop classes for first 5 week block (August 23-October 15).
October 1, Friday. Last day to drop classes. Last day for complete withdrawal. Last day to add internship, directed research, or practicum.
October 8, Friday. Last day to file application with department for final master's written exam.
October 11, Monday. Columbus Day (school in session).
October 15, Monday. Last day to file application with department for final master's written exam.
October 18, Monday. Second 5 week block begins.
October 29, Friday. Last day to drop classes for second 5 week block (October 18-December 7).
October 30, Saturday. Final day for written exam for master's degree for December graduation.
November 10, Wednesday. Last day for final oral, project, thesis, or dissertation defense for December graduation.
November 11, Thursday. Veterans Day (school in session).
November 24-28. Thanksgiving Holiday (no classes - University offices closed).
December 3, Friday. Last day to submit final signed copies (2) of project or thesis, or dissertation to Graduate Dean's Office for December graduation.
December 10, Friday. Classroom instruction ends.
December 19-20. Final semester examinations (exam schedule listed in the Fall BSU Directory of Classes).
December 17, Friday. Residence halls closed.
December 20, Monday. Grade reports due to Registrar by noon.
Spring Semester 2000

For Registration Information, see the Spring Directory of Classes

October 15, Friday ................................ Last day for all international student application materials to be received for spring semester consideration.

November 19-20 ................................ Registration for continuing students for spring semester 2000.

November 24, Wednesday ......................... Last day for graduate students to submit applications, transcripts and other materials to the Graduate Admissions Office for spring semester. Applications received after this date might not be processed in time to admit students to degree programs.

December 13-January 31 ......................... Registration continues, Registrar's Office, Administration Building, Room 110, 8:00 a.m. - 5:00 p.m.

January 10, Monday ............................... Faculty meetings.

January 14, Friday ................................. Fee payment deadline for registered students (payment must be received by 5:00 p.m.). Students who do not plan to attend must cancel by this date.

January 15, Saturday ............................. Residence halls open.

January 17, Monday ............................... Dr. Martin Luther King, Jr./Idaho Human Rights Day Holiday (no classes - University offices closed).

January 19, Tuesday .............................. Classes begin. A $50.00 late payment will be assessed on unpaid accounts.

January 21, Friday ................................. Last day to submit Admission to Candidacy form to the Graduate Admissions Office for master's or doctoral degree to be awarded in May.

January 21, Friday ................................. Last day to submit Application for Graduate Degree form for master's or doctoral diploma for May graduation - Graduate Admissions Office.

January 21-22 ........................................ Weekend University classes begin.

January 24, Monday .............................. Last day for 100% refund for dropping a class or withdrawing from the University minus $25 administrative fee and any late fees assessed.

January 24, Monday .............................. Last day for faculty initiated drops for nonattendance during the first week of the semester to be turned into the Registrar's Office.

January 25, Tuesday .............................. Instructor permission required to register or to add classes.

January 31, Monday ............................... Last day to register or add classes. Last day to change from credit to audit or audit to credit. Last day for 50% refund for dropping a class or withdrawing from the University (minus 258 administrative fee and any late fees assessed). Last day to drop a class without a "W" appearing on the transcript.

February 4, Friday ................................. Last day to drop classes for first 8-week block (January 18-March 10).

February 4, Friday ................................. Presidents Day Holiday (no classes - University offices closed).

February 25, Friday ............................... Last day to drop classes. Last day for complete withdrawal. Last day to add internship, directed research, or practicum.

March 1, Wednesday .............................. Last recommended date to mail the Free Application for Federal Student Aid (FAFSA) and supporting documents for best chance of receiving 2000-2001 grants, work study, loans and waivers of non-resident tuition. (The FAFSA is processed by a federal agency and must be received by the BSU Financial Aid Office by April 15.) Students applying after this date may not have financial aid available in time to assist with full semester fee payment.

March 10, Friday ................................. Last day to file application with department for final master's written exam.

March 13, Monday ................................. Second 8-week block begins.

March 27-April 2 ................................. Spring vacation.

April 3, Monday ................................. Spring vacation.

April 3, Monday ................................. Classes resume.

April 3, Monday ................................. Due by which all materials must be received by the Financial Aid Office for best chance of receiving 2000-2001 grants, work study, loans and waivers of non-resident tuition. Students whose application materials are received after this date may not have financial aid available in time to assist with full fee payment.

April 3-28 ........................................ Registration for continuing students for summer/fall 2000.

April 7, Friday ................................. Last day to drop classes for second 8-week block (March 15-May 5).

April 8, Saturday ................................. Final day for written exam for master's degree.

April 14, Friday ................................. Last day for final oral, project, thesis, or dissertation defense for May graduation.

April 28, Friday ................................. Last day to submit final signed copies (2) of master's project or thesis, or dissertation to Graduate Dean's Office for May graduation.

May 5, Friday ................................. Classroom instruction ends.

May 8-12 Monday-Friday ........................ Final semester examinations (exam schedule listed in Spring BSU Directory of Classes.)

May 13, Saturday ................................. Residence halls close.

May 13, Saturday ................................. Commencement.

May 16, Tuesday ................................. Grade reports due to Registrar by noon.

Summer Session 2000

For Registration Information, see Summer Directory of Classes

May 5, Friday ................................. Last day to mail 1999-2000 Free Application for Federal Student Aid (FAFSA) for consideration for summer financial aid. The FAFSA is processed by an outside agency and must reach the BSU Financial Aid Office by June 9.

May 29, Friday ................................. Fee payment deadline for summer session. Students who do not plan to attend must cancel by this date.

June 8, Monday ................................. Classes begin for 8-week, 16-week and first 5-week sessions (for refund information, see Summer BSU Directory of Classes.)

June 8, Friday ................................. Last day to submit institutional summer financial aid application. Date by which the BSU Financial Aid Office must receive the processed 1999-2000 FAFSA to be considered for summer financial aid (FAFSA) must be received by the BSU Financial Aid Office to be considered for summer financial aid.

June 8, Friday ................................. Last day to submit Admission to Candidacy form to Graduate Admissions Office for master's or doctoral degree to be awarded in August.

June 9, Friday ................................. Last day to submit Application for Graduate Degree form with Graduate Admissions for graduate diploma to be awarded August.

June 8, Friday ................................. Independence Day Holiday (no classes - University offices closed).

July 7, Tuesday ................................. First 5-week session ends.

July 10, Monday ................................. Classes begin for second 5-week session.

July 14, Friday ................................. Last day for final oral, project, thesis, or dissertation defense for August graduation.

July 28, Friday ................................. End of 5-week session.

July 28, Friday ................................. Last day to submit final signed copies (3) of project or thesis or dissertation to Graduate Dean's Office for August graduation.

August 11, Friday ................................. End of 10-week session and second 5-week session.
Information Resources

Mailing Address, Boise State University
1910 University Drive, Boise, Idaho 83725

General Information 208 426-1011
Toll-free nationwide 800-824-7017
URL, http://www.boisestate.edu

BSU Bookstore, 208 426-1559
Student Union Building

Career Center, 208 426-1747
2005 University Drive

Continuing Education, 208 426-3706
Library, West Entrance, Room 104

Counseling and Testing Center, 208 426-1601
Education Building, Room 605

Financial Aid, 208 426-1664
Administration Building, Room 117

Graduate Admissions, 208 426-3903/4204
Math/Geosciences Building, Room 141

Graduate College and Research, 208 426-3647
Math/Geosciences Building, Room 140

Graduate Dean, 208 426-3647
Math/Geosciences Building, Room 140

New Student Information Center, 208 426-1820
Student Union Building, Northeast Entrance

Payment and Disbursement Center, 208 426-1212/3699
Administration Building, Room 211

Registrar, 208 426-3486
Administration Building, Room 102-110

Student Health Services, 208 426-1459
2103 University Drive

Student Residential Life, 208 426-3986
Administration Building, Room 214

Student Special Services, 208 426-1583/1579
Administration Building, Room 114

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Boise

Boise—Idaho’s state capital and center of business—is the largest metropolitan center between Portland, Oregon, and Salt Lake City, Utah. Set against a backdrop of the Rocky Mountain foothills, Boise is one of the most attractive and enjoyable cities in the nation. A growing city of more than 168,000 people, Boise enjoys a varied economy based on high technology, agricultural products, tourism, government agencies, and manufacturing.

Known as the City of Trees, Boise is located in a land of infinite variety. To the south are rich farmlands, a rugged high mountain desert, North America’s tallest sand dunes and the famous Birds of Prey Natural Area. To the north, forests, whitewater rivers and mountain lakes provide opportunities for kayaking, fishing, hunting and hiking. Bogus Basin ski resort is just 16 miles from the BSU campus, and world-famous Sun Valley is less than three hours away.

The Boise Greenbelt, a 19-mile network of city parks and riverside paths, runs through the campus. Three city parks are within walking distance of BSU, and a footbridge spans the Boise River, linking the campus to Julia Davis Park, where the Boise Art Museum, Idaho State Historical Museum, and Zoo Boise are located. An array of outdoor activities—fishing, hiking, skiing, river rafting, golf, tennis, camping—are available only a short distance from campus.

The city and campus offer many cultural opportunities, such as the Boise Philharmonic, Ballet Idaho, Boise Civic Opera, Idaho Shakespeare Festival, SummerFest, and a variety of other theatrical and musical productions. Touring artists frequently perform in the Morrison Center and The Pavilion, both on the BSU campus. In addition, a variety of national sporting events are held at The Pavilion.

The University’s Mission

Boise State University exists to educate people. Our goal is to foster an intellectual atmosphere that produces educated, literate people—people knowledgeable of public affairs, committed to life-long learning, and capable of creative problem solving. As a student at BSU, you have an opportunity to receive an education that will prepare you not only for employment and career advancement, but also for participation in society as an active, informed citizen.

Since its inception, the university has responded to the wide-ranging academic needs of the community, serving Boise and the surrounding area with undergraduate and graduate programs, research, and public service. An urban university, BSU reflects the character and spirit of Boise—Idaho’s center of business and government. In fact, to ensure that BSU’s mission takes its cue from the university’s urban setting, the Idaho State Board of Education has mandated that we place primary emphasis on education in the following areas:

- business and economics
- engineering
- social sciences
- public affairs
- performing arts
- teacher preparation

At the same time, the university places continuing emphasis on education, technology, and the health professions and the physical and biological sciences related to the health professions, while maintaining basic strengths in the sciences and liberal arts.

The University’s History

In 1932, the Episcopal Church founded Boise Junior College, the first post-secondary school in Idaho’s capital. When the Episcopal Church discontinued its sponsorship in 1934, Boise Junior College became a nonprofit, private corporation, sponsored by the Boise Chamber of Commerce and by the community. In 1939, the State Legislature created a junior-college taxing district to fund the college through local property taxes. By the end of the 1930s, Boise Junior College boasted an enrollment of 600 students. Originally located at St. Margaret’s Hall, near the present site of St. Luke’s Regional Medical Center, the school was moved in 1940 to its present location alongside the Boise River. In 1965, Boise Junior College became a four-year institution and was renamed Boise College. In 1969, the school was brought into the state system of higher education and the Graduate College was established. In 1971, two master’s programs were approved; the Master of Business Administration and the Master of Arts in Elementary Education. In 1974, Boise State College became Boise State University, and in the following year the university established the Master of Public Administration. That same year, the Master of Arts in Education program was expanded to include options in secondary education.

The University now has 27 master’s programs with 18 areas of emphasis and its first doctoral program, the Doctor of Education in Curriculum and Instruction (1994). Graduate student enrollment continues to increase steadily and currently more than 4,000 students are enrolled through the Graduate College.

During its 67-year history, BSU has operated under the leadership of five presidents:

- Bishop Middleton Barnwell (1932-34)
- Eugene B. Chaffee (1934-67)
- John B. Barnes (1967-77)
- Charles P. Ruch (1993-present)

Accreditation

The university is a fully accredited member of the Northwest Association of Schools and Colleges and holds permanent...
The Graduate Faculty consists of full-time faculty members approved by the Graduate Council to teach graduate-level courses, supervise graduate students, and participate in conducting graduate programs. Some part-time faculty members are appointed as members of the Adjunct Graduate Faculty; they are approved by the Graduate Council to teach graduate courses or serve on graduate committees. Of the 490 individuals who make up the Graduate Faculty, 97% possess a terminal degree.

In addition to helping students learn, BSU faculty assist business, industry, educational institutions, government agencies, and professional groups with educational programs and research-and-development efforts. The university also assists organizations in upgrading the knowledge and skills of employees.

A Tour of the Campus
BSU's 113-acre main campus is bordered to the north by the Boise River, to the south by University Drive, to the east by Broadway Avenue, and to the west by Ann Morrison Park. Step across the footbridge spanning the Boise River, and you are in the open green space of Julia Davis Park, home to the Idaho Historical Museum, the Boise Art Museum, and Zoo Boise. Just a few minutes' walk from campus is downtown Boise, where you will find inviting shops, fine restaurants, and vibrant nightlife.

On campus, the Administration Building contains the offices of several student services, including enrollment services, financial aid, student housing, and the registrar. The Counseling and Testing Center is located in the Education Building, while the Student Health Center, the Gateway Center for academic support and student orientation, and the BSU Career Center are located across University Drive from the main campus.

The Business Building features computer labs and three electronic classrooms furnished with the latest in teleconferencing equipment. In addition, the Engineering Technology Building contains modern classrooms and laboratories—many equipped with computers—for use in engineering, construction management, and other technical programs. Both the Education Building and the Liberal Arts Building offer comfortable, well-equipped classrooms and computer labs, as do the Math/Geosciences Building, the Public Affairs/Art West Building, and the new Multi-Purpose Classroom Building.

Other notable features of the campus include a newly remodeled and expanded Albertsons Library as well as the Centennial Amphitheatre—an outdoor venue for lectures, concerts, and plays—and the Morrison Center for the Performing Arts, which houses the music department, the theatre arts department, a 2,000-seat performance hall, a 200-seat recital hall, and a 200-seat theater.

Students and Faculty
Each semester, BSU enrolls more than 15,000 students in its academic and applied technology programs. Students come to BSU from every county in Idaho, from nearly every state in the nation, and from numerous foreign countries. The university's urban setting both attracts and complements this diverse student body, which includes many nontraditional students as well as traditional students enrolling directly from high school.

Because Boise is the commercial, financial, health care, and governmental center of Idaho, as a BSU student you can reach beyond the classroom for experiences unavailable elsewhere in the state. For instance, you can enhance classroom learning and gain valuable work experience by serving as an intern with the State Legislature, government agencies, or private business and industry. In addition, you can attend a wide variety of civic, cultural, and social events hosted by BSU.

You will find that the university attracts faculty who are dedicated to excellence in teaching, creative in generating new knowledge, and generous in using their expertise to solve society's problems. Moreover, the faculty at BSU recognize that high-quality teaching is their primary goal, giving you the opportunity to work with some of the West's most respected scientists, artists, researchers, and educators.

member on the College Entrance Examination Board and
in the College Scholarship Service Assembly. Many of BSU's academic programs have special accreditation or endorsement from one or more of the following organizations:
- American Assembly of Collegiate Schools of Business
- American Chemical Society
- American Council for Construction Education
- American Culinary Foundation Educational Institute
- American Dental Association Commission on Dental Accreditation
- American Health Information Management Association
- Commission on Accreditation of Allied Health Education Programs
- Computing Science Accreditation Commission
- Council on Social Work Education
- Idaho State Board of Nursing
- International Association of Counseling Services
- Joint Review Committee on Education in Radiologic Technology
- Joint Review Committee on Respiratory Therapy Education
- National Association of Schools of Music
- National Association of Schools of Public Affairs and Administration
- National Association of Schools of Theater
- National Association of State Directors of Teacher Education and Certification
- National Athletic Trainers Association, Inc.
- National Council for Accreditation of Teacher Education
- National League for Nursing

An Introduction to Boise State University

The Graduate Faculty consists of full-time faculty members approved by the Graduate Council to teach graduate-level courses, supervise graduate students, and participate in conducting graduate programs. Some part-time faculty members are appointed as members of the Adjunct Graduate Faculty; they are approved by the Graduate Council to teach graduate courses or serve on graduate committees. Of the 490 individuals who make up the Graduate Faculty, 97% possess a terminal degree.

In addition to helping students learn, BSU faculty assist business, industry, educational institutions, government agencies, and professional groups with educational programs and research-and-development efforts. The university also assists organizations in upgrading the knowledge and skills of employees.

A Tour of the Campus
BSU's 113-acre main campus is bordered to the north by the Boise River, to the south by University Drive, to the east by Broadway Avenue, and to the west by Ann Morrison Park. Step across the footbridge spanning the Boise River, and you are in the open green space of Julia Davis Park, home to the Idaho Historical Museum, the Boise Art Museum, and Zoo Boise. Just a few minutes' walk from campus is downtown Boise, where you will find inviting shops, fine restaurants, and vibrant nightlife.

On campus, the Administration Building contains the offices of several student services, including enrollment services, financial aid, student housing, and the registrar. The Counseling and Testing Center is located in the Education Building, while the Student Health Center, the Gateway Center for academic support and student orientation, and the BSU Career Center are located across University Drive from the main campus.

The Business Building features computer labs and three electronic classrooms furnished with the latest in teleconferencing equipment. In addition, the Engineering Technology Building contains modern classrooms and laboratories—many equipped with computers—for use in engineering, construction management, and other technical programs. Both the Education Building and the Liberal Arts Building offer comfortable, well-equipped classrooms and computer labs, as do the Math/Geosciences Building, the Public Affairs/Art West Building, and the new Multi-Purpose Classroom Building.

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In the Simplot/Micron Instructional Technology Center, BSU is pioneering the use of technology to improve the effectiveness of instruction and to provide learning opportunities at remote locations. For instance, a satellite earth station and an inter-campus microwave system enable students scattered throughout the state to participate in classes conducted on campus.

BSU students also enjoy a contemporary Student Union, which provides facilities for social, recreational, and cultural activities. In addition to a computer store, a quick-copy center, and three dining areas, the Student Union contains a game room, several lounges, the Outdoor Rental Center, the BSU Bookstore, and the Bronco Shop. While at the Student Union, you can stop by the Information Desk to pick up tickets for campus programs and community events, or visit the offices of more than 140 recognized student organizations.

The Intramural/Recreation Office and one of BSU's Children's Centers are located in The Pavilion, Idaho's largest multi-purpose arena. When not filled with fans of Bronco basketball, gymnastics, or volleyball, The Pavilion is the site of concerts, professional sporting events, and family entertainment. Nearby is Bronco Stadium, the largest stadium in the Big West Conference, with a seating capacity of 30,000.

The Albertsons Library

The Library and its collections support the curricular and research efforts of the university. The Library's holdings exceed 2 million items, including:
- 436,000 monograph volumes
- 64,800 bound periodicals
- 4,900 current periodicals, newspapers, and other serials
- 128,800 maps
- 173,300 government publications
- 1,325,300 microform pieces
- 58,436 audiovisual

You may use Catalyst, the Library's computerized catalog, to quickly identify material which the Library owns. You can log-on to Catalyst from outside of the Library as well as from within. You can gain access to Catalyst and a host of other resources through the Albertsons Library website (http://library.boisestate.edu).

The Curriculum Resource Center houses print and nonprint materials for elementary and secondary education, a collection of juvenile and young-adult books, and nonprint materials for college-level instruction. The Library's Government Documents collection is a depository for selected United States, Canadian Federal, and Idaho State publications. The Library also has a Map Collection which not only covers a wide array of subjects, but also, is very detailed in its coverage of Idaho.

The Reference Area contains a large collection of magazine indexes, in both paper and CD-ROM formats; and an extensive collection of handbooks, encyclopedias, dictionaries, as well as other types of reference materials. The Reference Area also provides both basic and advanced bibliographic search materials, and instruction in the use of them. In this area, too, you may obtain information about, and assistance in, the use of the entire library.

The Special Collections area contains manuscript collections, rare books, and the university archives. In addition to housing the papers of Senators Len B. Jordan and Frank Church, and Interior Secretary/Governor Cecil Andrus, this area also maintains the Frank Church Room, in which memorabilia from the Senator's life and career are displayed; The Warren McCain Reading Room, located on the second floor, contains an extensive collection of books and materials about the literature, art, economics, history and other aspects of the American West.

Computer Resources

The university provides student access to a variety of computer resources. There are many computer labs to support classroom assignments and discipline specific needs. All BSU offices and computer labs are connected to the campus fiber-optic network which allows access to the campus network or the Internet.

BSU provides e-mail accounts for students that can be accessed from on campus. An application for this service may be obtained from the Office of Information Technology, Business Building, Room 116. Students who want access to e-mail and the Internet from home will need to purchase access through an Internet service provider (ISP).

As a graduate student at Boise State University, you will have the opportunity to increase your computer skills—in fact, you will be expected to do so. For more information about the computer skills required in your discipline, please consult your graduate program coordinator.

Athletics and Recreation

The purpose of the intercollegiate athletic program at Boise State University is twofold. First, to provide opportunities for a meaningful athletic experience for as many students as possible. Second, to develop and maintain a competitive Division I athletic program that competes on a regional and national basis and strives for excellence in both men's and women's athletics within the boundaries of integrity and honesty.

The athletic program is an integral part of the university and its total educational purpose. The objectives of the athletic program are in harmony with the mission and role of the university.
An Introduction to Boise State University

The university adheres to the principles of fair play and amateur athletic competition as defined by the NCAA. The university is concerned with the physical welfare of the student-athlete and strives to ensure that every student-athlete has the opportunity to succeed academically and obtain a degree.

The university competes as a member of the Big West Conference in football, volleyball, men's and women's basketball, men's and women's cross country, men's and women's track and field, gymnastics, men's and women's golf, men's and women's tennis, and women's soccer. The university competes in the PAC-10 in wrestling.

Student ticket policies to athletic events are listed in the BSU Student Handbook.

The Equity in Athletics Disclosure Report for Boise State University is available at the Athletic Department and the reserve book room in the library. The report provides participation rates, financial support, and other information on men's and women's intercollegiate athletic programs.

BSU's three indoor recreational facilities—The Pavilion Auxiliary Gym, the Main Gym, and the PE Annex—contain two gymnasiums, a swimming pool, two weight rooms, five racquetball courts, and an indoor jogging track. Outdoor recreation facilities include playing fields and tennis courts, and a popular intramural program offers league and tournament play in such sports as softball, tennis, touch football, basketball, and soccer.
Introduction

This catalog describes Boise State University’s student policies, services, graduate degree programs, admission requirements, graduation requirements, and other topics of interest to graduate students. Additional information may be found in the brochures, newsletters, fliers, and other materials produced by departments offering graduate programs; to request such information, contact the department chair or the coordinator of the graduate program that interests you.

In addition, you will find much useful information in the BSU Student Handbook, which contains:

- Directory of campus offices
- Academic calendar
- Complete descriptions of services for students
- Information about campus organizations and recreation
- Student policies and procedures

You should consult, as well, the BSU Directory of Classes, which contains:

- Courses offered for the current semester
- Academic calendar and final examination schedule
- Fee schedules and refund policies
- Instructions relating to academic advising, registration procedures, and academic regulations

Changes made to this catalog since publication will be reflected in the on-line catalog found at http://www.boisestate.edu/gradcoll.

System for Numbering Courses

Only courses numbered 500 or higher carry graduate credit, while courses numbered 600 and higher carry graduate credit at the doctoral level. Graduate students may earn graduate credit in courses numbered at the 300 or 400 level. BSU designates such courses with a “G”, as in E-402G, Advanced Technical Communication. Finally, in a course designated with a "G," any student enrolled for graduate credit is required to complete extra work, beyond that required of students taking the course for undergraduate credit.

NOTE: Your department has the right to limit the number of "G" credits you can count toward a degree offered within the department. In any event, no more than one-third of the credits used to fulfill graduation requirements for a graduate degree program may be in courses at the 300G or 400G level.

Following the number and title of a course is the course code, consisting of three numbers set inside parenthesis, with each number separated from the others with hyphen, as in (3-0-3). The course code specifies how many:

- classroom hours the course requires each week
- laboratory hours, studio hours, field hours, or other special hours the course requires each week

How to Use this Catalog

The following list shows some typical variations of the basic course code:

(3-0-3)
A course requiring three classroom hours (3), with no lab, studio, or other special hours (0), carrying three credits (3).

(3-4-5)
A course requiring three classroom hours and four laboratory or studio hours, carrying five credits.

(0-4-0)
Laboratory hours, with no classroom hours or credits (usually linked to another course that requires the laboratory).

(0-2-1)
No classroom hours, but instead two hours per week of studio art or perhaps a fitness activity, carrying one credit.

In addition to the classroom hours, lab hours, and credits, the course code may also specify the academic period in which the course is offered. The following list illustrates these conventions:

(F) Offered only during fall semester.
(S) Offered only during spring semester.
(F,S) Offered during both fall semester and spring semester.
(F/S) Sometimes offered only during fall semester, or only during spring semester, or during both fall and spring.
(F,SU) Offered only during fall semester and summer session.
(S,SU) Offered only during spring semester and summer session.

If none of these indicators appears alongside the code, then the course is offered during fall semester, spring semester, and summer session.

Entries in this catalog may consist of two course numbers with a hyphen in between; the hyphen signifies that the first course is a prerequisite to the second. However, if a comma appears between the two course numbers, then either course may be taken independently of the other.

Other authorized abbreviations are:

PREREQ: Prerequisite: You must take Course A before you may take Course B.
COREQ: Corequisite: You must take both Course A and Course B concurrently.
PERM/INST: You must have the instructor's permission to take the course.
PERM/CHAIR: You must have the department chair’s permission to take the course (or the permission of the chair’s representative).
How to Use this Catalog

University Wide Course Numbers

The following numbers are the same for all graduate programs. These courses may be offered for variable credit. Your supervising professor or committee will determine which credits may apply to your graduate program.

580-589 SELECTED TOPICS Subjects normally offered and studied in one department can be divided into as many as 10 areas. Each area will be assigned one number of the 580-589 group. Although the topics considered in the courses in any one area may vary from semester to semester, repeated use of any one number implies that the topics continue to be selected from the same area.

590 PRACTICUM/INTERNSHIP To earn graduate credit you must have a 3.00 cumulative GPA and no more than 12 credits may be applied toward a graduate degree or second undergraduate degree. Some graduate programs, however, accept only 3 internship credits. Practicum/internship cannot be repeated to improve a grade.

591 PROJECT Identification and presentation of an educational need through systematic study and the fulfillment of that need by the development of a usable product; such as, an audio-visual unit, a curriculum guide or resource unit, a collection of teaching strategies, or the preparation of a handbook or computer software. Graded A through F or Pass/Fail.

592 COLLOQUIUM An informal meeting to discuss research, creative works or presentations on specialized topics within a broad field of study. Each meeting is usually led by a different presenter.

593 THESIS The presentation of research or creative activity that demonstrates the student's ability to conduct an independent investigation, collect and analyze data, apply critical and creative thinking and present the results in a clearly written and scholarly manner. Graded A through F or Pass/Fail.

594 EXTENDED CONFERENCE OR WORKSHOP Used for courses meeting more than 3 weeks. Graded A through F or Pass/Fail.

595 READINGS AND CONFERENCE The conduct of topical research, assigned readings or literature review with individualized guidance and supervision by a professor.

596 DIRECTED RESEARCH Graduate programs may include directed research credits at the discretion of your supervising professor or graduate committee. Master's students may earn a maximum of 9 credit hours with no more than 6 in a given semester or session, while doctoral students may earn a maximum of 12 credit hours.

597 SPECIAL TOPICS These are courses on topics of timely, special or unusual interest not contained in the regular catalog courses of a graduate program. Descriptions for these courses are given in the Directory of Classes published each semester.

598 SEMINAR Small group meetings for the exchange of ideas, debate of issues, or presentation of research. Format, conduct, and purpose of seminars varies widely among disciplines.

599 SHORT TERM CONFERENCE OR WORKSHOP Used for courses meeting 3 weeks or less. Graded A through F or Pass/Fail.

693 DISSERTATION The doctoral dissertation should reveal the student's ability to analyze, interpret, and synthesize research data; demonstrate thorough knowledge of the literature relating to the project and acknowledge prior scholarship on which the dissertation is built; describe the methods and procedures used; present results in a sequential and logical manner; display the student's ability to discuss fully and articulately the meaning of the results; and produce an academically sound and defensible scholarly product written in credible literary form. The dissertation topic must be approved in advance by the student's committee. The committee will also provide guidance and direction to the student during the course of the research activity and the writing of the dissertation. Prior work not approved or supervised by the committee is not acceptable for a doctoral dissertation. The dissertation must be the independent work of the individual author and must be a significant contribution to the body of knowledge of the field. The dissertation, or one or more substantial parts of it, often rewritten, is expected to be published. Graded A through F or Pass/Fail.
Dean:
Kenneth M. Hollenbaugh, Ph.D.
Math/Geosciences Building, Room 140
Telephone 208 426-3647

Graduate Admissions Coordinator:
Brian Newkirk
Math/Geosciences Building, Room 141
Telephone 208 426-3903/4204
FAX 208 426-4061
http://www.boisestate.edu/gradcoll
E-mail: gradcoll@bsu.boisestate.edu

Graduate Degrees Offered
Doctor of Education, Ed.D.
Master of Arts, M.A.
Master of Business Administration, M.B.A.
Master of Fine Arts, M.F.A.
Master of Health Science, M.H.S.
Master of Music, M.M.
Master of Public Administration, M.P.A.
Master of Physical Education, M.P.E.
Master of Science, M.S.
Master of Social Work, M.S.W.

Graduate Degree Programs

| Doctor of Education in Curriculum and Instruction | Roger Stewart, Ph.D. |
| Doctor of Education in Accountancy, Taxation | Harry White, Ph.D. |
| Master of Arts in Art | George Roberts, M.F.A. |
| Master of Arts/Science in Biology | Alfred Dufty, Ph.D. |
| Master of Business Administration | Harry White, Ph.D. |
| Master of Arts in Communication | Marvin Cox, Ph.D. |
| Master of Science in Computer Science | Alex Feldman, Ph.D. |
| Master of Arts in Criminal Justice Administration | Andrew Giacomazzi, Ph.D. |
| Master of Science in Earth Science | Walter Snyder, Ph.D. |
| Master of Arts in Education Curriculum and Instruction Early Childhood Reading Special Education | Roger Stewart, Ph.D. |
| Master of Science in Education Educational Technology Mathematics | Roger Stewart, Ph.D. |
| Master of Arts in English | Jan Widmayer, Ph.D. |
| Master of Science in Exercise and Sport Studies | Ronald Pfeiffer, Ph.D. |
| Master of Fine Arts in Creative Writing | Robert Olmstead, Ph.D. |
| Master of Fine Arts, Visual Arts | George Roberts, Ed.D. |

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<table>
<thead>
<tr>
<th>Graduate Degree Programs (continued)</th>
<th>Graduate Program Coordinators</th>
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</thead>
<tbody>
<tr>
<td>Master of Science in Geology</td>
<td>C. J. Northrup, Ph.D.</td>
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<tr>
<td>Master of Science in Geophysics</td>
<td>John R. Pelton, Ph.D.</td>
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<tr>
<td>Master of Health Science</td>
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<tr>
<td>Environmental Health</td>
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<tr>
<td>General Research</td>
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<tr>
<td>Health Policy</td>
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<tr>
<td>Health Promotion</td>
<td>James Girvan, Ph.D.</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td></td>
</tr>
<tr>
<td>Master of Arts in History</td>
<td>Sandra Schackel, Ph.D.</td>
</tr>
<tr>
<td>Master of Science in Instructional &amp; Performance Technology</td>
<td>David Cox, Ph.D.</td>
</tr>
<tr>
<td>Master of Arts/Science in Interdisciplinary Studies</td>
<td>Kent Neely, Ph.D.</td>
</tr>
<tr>
<td>Master of Science in Management Information Systems</td>
<td>Harry White, Ph.D.</td>
</tr>
<tr>
<td>Master of Music</td>
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<tr>
<td>Music Education</td>
<td>Jeanne M. Belfy, Ph.D.</td>
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<tr>
<td>Performance</td>
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<tr>
<td>Pedagogy</td>
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<tr>
<td>Master of Physical Education in Athletic Administration</td>
<td>Ronald Pfeiffer, Ph.D.</td>
</tr>
<tr>
<td>Master of Public Administration</td>
<td>James B. Weatherby, Ph.D.</td>
</tr>
<tr>
<td>General Public Administration</td>
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<tr>
<td>Environmental and Natural Resources Administration</td>
<td></td>
</tr>
<tr>
<td>State and Local Government Policy and Administration</td>
<td></td>
</tr>
<tr>
<td>Master of Science in Raptor Biology</td>
<td>Alfred Dufty, Ph.D.</td>
</tr>
<tr>
<td>Master of Arts in School Counseling</td>
<td>Margaret Miller, Ph.D.</td>
</tr>
<tr>
<td>Master of Social Work</td>
<td>Martha Wilson, Ph.D.</td>
</tr>
<tr>
<td>Master of Arts in Technical Communication</td>
<td>Mike Markel, Ph.D.</td>
</tr>
</tbody>
</table>
University and Graduate Policies and Services

If you have questions about these policies:
Contact the Registrar’s Office
Administration Building, Room 102
Telephone 208 426-4249

General Policies
This chapter defines the general policies governing the following matters:
• your rights and responsibilities as a student
• student records
• enrollment status
• right of appeal
• academic honesty and dismissal
• acceptable academic performance
• course repeat policy
• administrative withdrawal from BSU

Additional information on these policies is available in the BSU Student Handbook and the BSU Administrative Handbook. The BSU Student Handbook may be obtained from the Office of the Dean of Student Special Services, Administration Building, Room 114, while the BSU Administrative Handbook is available for inspection at administrative offices (including the Graduate Dean’s Office, Math/Geosciences Building, Room 140).

Your Rights and Responsibilities
BSU challenges its students to reach their highest levels of performance, encourages them to excel in academics and sports, and invites them to participate in the many cultural and social activities available at the university. At the same time, BSU expects students to conduct themselves in a manner compatible with the university’s function as an institution of higher learning. Therefore, we have published this catalog and the BSU Student Handbook to acquaint you with your rights and responsibilities as a student. In the BSU Student Handbook, for instance, you will find the Student Bill of Rights and the Code of Conduct, along with information on:
• fees
• health insurance
• parking
• services for students
• student organizations
• university committees
• civic and cultural events
• academic regulations
• university policies and procedures governing sanctions, judicial procedures, and hearing boards

Each student is expected to be familiar with the information in the BSU Student Handbook. You can obtain a copy from the Office of the Dean of Student Special Services, Administration Building, Room 114. The telephone number is 208 426-1583.

Student Records
The Graduate Admissions Office maintains a permanent file for each student who has applied for admission to the Graduate College; your file will contain your application for admission, official transcripts, test scores, and any correspondence related to that application. Another file at the Registrar’s Office contains your permanent transcript record and all materials that document that transcript record. And, your faculty advisor will maintain a file of advising records, grade sheets, and correspondence.

In general you have the right to review the documents that constitute your official record, and you have the right to request copies of those documents. You must make your request either in writing or in person and show your photo ID. If you request copies, BSU will provide them in a timely and efficient manner.

The following sections provide more detail about your official record at BSU, about your rights and responsibilities regarding that record, and about BSU policies and procedures governing the information your record contains. Other publications discussing these matters include the BSU Administrative Handbook and the BSU Student Handbook.

Transcript Records
The Registrar’s Office makes every effort to ensure that transcript records are up to date, accurate, and true. You have the right to appeal any information on your transcript that inaccurately reflects your academic history. However, information on a transcript is changed only in extraordinary or extenuating circumstances.

If there is an error or omission on your transcript, send a detailed description of the error or omission, along with copies of the relevant documents, to the Registrar’s Office, Administration Building, Room 102. The telephone number is 208 426-3486.

Confidentiality and Privacy
Following the guidelines established by the Family Rights and Privacy Act of 1974, the university strives to protect your personal privacy and the confidentiality of your official student record. This section generally describes BSU’s policy on confidentiality and privacy, as defined by the BSU Administrative Handbook.

Most of the information in your student record is considered confidential, with the following exceptions:
• your local address
• your local telephone number
General Policies

- your major field of study
- the dates you attended BSU
- your student classification
- your enrollment status (for example, whether you are a full-time student or a part-time student)
- the type of any degree you have earned from BSU and the date on which you received it

The information listed above is considered public information; however, the university does not release lists of students or name-and-address labels to businesses or agencies outside the university. If you wish to limit access to this information, you should notify the Registrar's Office that you want the information treated as confidential. You can do so by completing a privacy request form, available at the Registrar's Office, Administration Building, Room 110.

In discharging their official duties, BSU employees may read, review, photocopy, and distribute to appropriate persons within the university any information contained in your student record. However, before distributing confidential information outside the university—even to members of your family—BSU faculty and staff must first secure your written permission to do so.

Name or Address Changes

Whenever BSU policies or procedures call for the Registrar's Office to send written notification to a student, that obligation is fulfilled when the Registrar's Office mails the notification to the student's last address on record. Therefore, you must immediately inform Graduate Admissions, Math/Geosciences Building, Room 141, and the Registrar's Office, Administration Building, Room 110 of any change in your name or address. You may do so in person, by telephone, or by sending in a change-of-address card from the post office.

Verification of Your Enrollment Status

Every day, BSU responds to phone calls or letters from people wanting to verify an individual's enrollment status. Requests for verification often come from such businesses as employment agencies, insurance companies, and lending agencies. For example, a lending agency may request verification of your enrollment status to determine if you are enrolled at least half-time and therefore are eligible for continued deferment of a student loan.

Your enrollment status is public information unless you have notified the university that you want it to be treated as confidential (see "Confidentiality and Privacy", above). In responding to inquiries from outside the university, BSU calculates your enrollment status according to Table 1.

<table>
<thead>
<tr>
<th>Number of Graduate Credits (currently enrolled)</th>
<th>Enrollment Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 or more</td>
<td>Full-Time</td>
</tr>
<tr>
<td>6</td>
<td>Three-Quarter-Time</td>
</tr>
<tr>
<td>5</td>
<td>Half-Time</td>
</tr>
<tr>
<td>4 or fewer</td>
<td>Less than Half-Time</td>
</tr>
</tbody>
</table>

Note: If you are taking a combination of graduate and undergraduate courses, a different formula is applied. Please contact the Registrar's Office at 208-426-4249 for further information.

Note: If you are receiving financial aid, please read the chapter on Financial Aid for additional enrollment requirements to maintain your financial aid eligibility.

Note: If you are receiving benefits under the G.I. Bill, you should contact the Veteran's Services Office, Administration Building, Room 111, to determine your enrollment status.

Academic Honesty and Dismissal

The university's goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty.

Plagiarism occurs when a person passes off another person's work as his or her own or borrows directly from another person's work without proper documentation. For example, academic dishonesty occurs whenever a student:

- fails to properly document source material in a paper, project, thesis, or dissertation
- copies the work of another person and attempts to receive credit for that work
- copies from another student's exam, either before, during, or after the exam
- during an exam uses "notes" or information stored in a computer or calculator (if prohibited from doing so)
- collaborates on take-home exams when such collaboration is forbidden
- buys a paper or other project, then seeks to receive credit for the paper or project
- allows another person to take an exam in his or her place or takes an exam for another person
- receives editorial assistance that falls outside the scope of acceptable assistance as defined in A Student's Guide to Writing at BSU.

NOTE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty.

Responding to academic dishonesty is the responsibility of the instructor of the course in which the dishonesty occurs. If
plagiarism or other academic dishonesty is committed during the course of thesis, project, or dissertation work, the research advisor, in consultation with the student’s committee and the Graduate Dean, shall determine the appropriate response.

A student guilty of academic dishonesty may be dismissed from the class, may receive a failing grade, or may be dismissed from the university.

For more information about academic honesty, see the following publications:
- A Student’s Guide to Writing at BSU
- BSU Administrative Handbook
- BSU Student Handbook

Acceptable Academic Performance

BSU expects all graduate students to strive toward—and attain—academic excellence. If your academic performance is unsatisfactory, you may be withdrawn from the degree program by the Dean of the Graduate College, acting on the recommendation of your department.

To be eligible to receive a degree from the Graduate College, you must have a grade-point average (GPA) of 3.00 (B) or better in all graduate work specific to your program of study. You must receive a grade of A or B in a 300G- or 400G-level course in order to count those credits toward your graduate degree. Finally, you cannot count grades below C to meet any requirement of a graduate degree program.

If you are seeking a graduate degree and you earn a cumulative GPA of less than 3.00 for two consecutive semesters, you will be withdrawn from the graduate program and academically disqualified for any further graduate level work.

Course Repeat Policy

If you receive a final grade of D in a 300G-, 400G-, 500- or 600-level course required for your graduate degree, you may attempt to improve the grade by repeating the course only one time. If that attempt is unsuccessful, you will be withdrawn from the graduate program and academically disqualified from any further graduate level work. The course must be repeated the next semester you are enrolled and the course is offered or you will waive your right to repeat the course. If not enrolled, a “D” will stand indefinitely.

If you receive a final grade of F in a 500- or 600-level course required for your graduate degree, you cannot retake the course. You will be withdrawn from the graduate program and academically disqualified from any further graduate level work.

Administrative Withdrawal from BSU

An administrative withdrawal is the process by which BSU formally withdraws a student from the university, usually without the student’s consent or cooperation. In performing its function as an institution of higher learning, BSU may administratively withdraw any student who interferes with the university’s ability to perform that function. In addition, students may be administratively withdrawn for a variety of other reasons, including the following:
- falsifying or omitting required information on a graduate admissions application or other university record or document
- failure to submit all required graduate admissions materials within two semesters
- failure to pay deferred fee payments, library fines, overdue loans, housing accounts, or other charges
- failure to respond to an official summons issued by the university
- exhibiting behavior that constitutes a clear and present danger to themselves or to others

To initiate an administrative withdrawal, the graduate program coordinator or department chair must submit a letter to the Graduate Dean justifying the withdrawal of the student. The Graduate Dean will complete the withdrawal procedure in cooperation with the Registrar’s Office and the Dean of Student Special Services. Please refer to the sections on Acceptable Academic Performance and Course Repeat Policy for more information on withdrawals.

Administrative withdrawals due to nonpayment of financial obligations (library fines, overdue loans, deferred fees, housing accounts, etc.) will be recorded with a grade of ‘W’ and will appear on the student’s transcript if processed after the 10th day of the semester.

Administrative withdrawals due to ineligibility to be in a course or continue in school for reasons other than nonpayment of financial obligations will not appear on the student’s transcript.

Right of Appeal

You have the right to appeal any academic policy or requirement if either of the following conditions are present:
- Extenuating circumstances make it impossible for you to comply with the policy or requirement.
- An undue hardship would result from a strict application or interpretation of the policy or requirement.

Please note, however, that extenuating circumstances must be beyond your control and that undue hardship must be a condition far more serious than simple inconvenience. Documentation will be required and the timeliness of the appeal will be taken into consideration.

If you appeal an academic policy or requirement, that appeal will be reviewed by the Graduate Dean and by the University Appeals Committee if appropriate. Appeals for current semester complete withdrawals should be directed to the Dean of Student Special Services. For more information about appeals and grievances, see the BSU Student Handbook and the BSU Administrative Handbook. Contact the Office of Student Special Services, Administration Building, Room 114, 208 426-1583.
Graduate Admission Policies and Procedures

If you have questions about these policies:
Contact Graduate Admissions Office
Math/Geosciences Building, Room 141
208 426-3903 or 426-4204
FAX 208 426-4061
http://www.idbsu.edu/gradcoll
e-mail: gradcoll@bsu.idbsu.edu

Application Deadlines
You are strongly encouraged to submit all graduate application materials seven to nine months in advance of the date that you plan to enroll, but applications will be accepted anytime before the deadline dates listed below. Deadlines for all applicants seeking admission as degree-seeking students are as follows:

Fall Semester 1999: July 21, 1999*
Spring Semester 2000: November 24, 1999*
Summer Sessions: One week before classroom instruction begins
* Some programs have an earlier deadline. Please check specific program listing for deadlines.

These deadlines are strictly enforced. Therefore, you must ensure that the Graduate Admissions Office receives all of your application materials before the admission deadline.

If you fail to do so, you may still be admitted to the university although you will not be given an appointment to register and must register during open registration. If you are a degree-seeking student, your admission by the first day of the semester cannot be guaranteed.

NOTE: You should apply for some types of financial aid—such as assistantships—when you apply for admission. For further information, see the chair of the department offering the financial aid, or see the coordinator of the graduate program within that department. Most deadlines for applying for financial aid are February 1 or earlier, and are noted in the section entitled "Financial Aid for Graduate Students."

General Admission Policies
To be admitted to the Graduate College, you must hold at least a bachelor's degree from an accredited institution and you must have a cumulative grade-point average of at least 3.00 on a 4.00-point scale for all undergraduate credits, or a 3.00 GPA for the last 60 credits of undergraduate course work.

In addition, if you have attended another institution as a graduate degree seeking student but did not complete the degree, you must demonstrate that you departed that institution in good academic standing in order to be eligible for admission to a graduate degree program at BSU.

Initially, your admission status will be indicated as Pending Department Review, which means that you have been admitted to the Graduate College but have not yet been admitted to a graduate degree program. You retain this status until you have been accepted into a graduate degree program, and you may take classes while awaiting acceptance. You will not be eligible for federal financial aid while your admission status is Pending Department Review.

When you are admitted to a graduate degree program, your status changes to either Regular, Provisional, or Conditional. Regular status indicates that you have been accepted with full graduate standing. Provisional status establishes a probationary period, during which you must meet stipulated requirements for Regular status. Ordinarily, by the time you have completed 12 credits of approved study, your department will decide whether to admit you with Regular status. Conditional status indicates Graduate Admissions Office has not yet received all documents required for Regular admission, such as official transcripts, or GRE, GMAT, MAT or TOEFL scores.

NOTE: If you take classes while you have Pending Department Review admission status, you may count toward a graduate degree no more than nine credits earned in those classes. If you are accepted into a graduate degree program, your department will decide which credits, if any, they will accept from work completed during the Pending Department Review period.

You can obtain further information about admission to the Graduate College from the Graduate Admissions Office, which provides counseling services to applicants. The Graduate Admissions staff evaluates all transcripts submitted by applicants and verifies that all requirements for admission have been met. However, please note that admission requirements vary from one graduate program to another; for example, one program may require you to take the Graduate Record Exam (GRE), while another program may require that you submit a portfolio of recent work. To ensure that you've satisfied all admission requirements, consult the catalog description of the graduate program to which you are applying.

NOTE: All documents received by BSU in conjunction with an application for admission become the property of Boise State University. These documents will be duplicated only for use in advising at BSU. Moreover, the original documents will neither be returned to the applicant nor forwarded to any individual unaffiliated with BSU or forwarded to any other agency, organization, college, or university.

Applying as a Degree-Seeking Student
To apply for admission as a degree-seeking student, complete the following steps before the deadline specified in "Application Deadlines," above.

1. Submit an application for admission to the Graduate Admissions Office, along with the $20.00 application fee (nonrefundable).

An application is available inside the front cover of this catalog or you may submit an on-line application available at http://www.boisestate.edu/gradcoll.
Graduate Admission Policies and Procedures

Table 2.
How to Apply for Admission to the Graduate College at BSU

To apply for graduate admission, submit to the Graduate Admissions Office all materials indicated in the checklist below. All admission materials must be received in Graduate Admissions by the posted deadline. (See Academic Calendar.)

New Degree-Seeking Graduate Applicants
- Graduate Admission Application.
- One-time, nonrefundable $20 application fee.
- Official* transcripts from all postsecondary institutions showing all courses completed and degrees earned.
- Official GRE, GMAT, MAT scores, if required.
- Letters of recommendation and/or other materials that may be required by the program to which you are applying.

Returning Applicants Previously Admitted to a Graduate Degree Program
If you are a BSU graduate student who has not attended for one semester or more (not including summer), you must reapply for admission. Submit the following:
- Graduate Readmit Application.
- One-time, nonrefundable $20 application fee, if not previously paid.

Also submit any of the following that are needed to complete your file:
- Official* transcripts from all other colleges attended.
- Official GRE, GMAT, MAT scores, if required.

Note: BSU retains admission materials for five years after your last term of enrollment. Please submit new materials if you have not attended BSU within the last five years.

Nondegree-Seeking Applicants
- Graduate Admission Application or Graduate Readmit Application.
- One-time, nonrefundable $20 application fee, if not previously paid.
- Official* transcript from institution which granted your highest degree.

Applicants Seeking a Second Undergraduate Degree
- Apply for admission through undergraduate admissions office.

Applicants from Other Countries
- International Student Graduate Application
- One-time, nonrefundable $30 application fee.
- Official* proof of graduation and transcripts from each educational institution attended beyond high school.**
- Official TOEFL results.
- Official GRE, GMAT scores, if required.
- Letters of recommendation and other materials required by the program to which you are applying.
- Documentation to demonstrate adequate financial resources to cover one year living expenses, tuition, and fees.

* To be official, transcripts must be sent by the issuing institution directly to the BSU Graduate Admissions Office.

** If written in a language other than English, these documents must be accompanied by an English translation.

2. Request official transcripts from each educational institution you have attended beyond high school. Instruct the institutions to send the transcripts directly to the Graduate Admissions Office, Room 141, Math/Geosciences Building, Boise State University, 1910 University Drive, Boise, ID 83725.

3. Take any predictive exam, such as the Graduate Record Exam (GRE), required by the program to which you are applying. Ensure that the results of these exams are forwarded to the Graduate Admissions Office. For information about specific program requirements, see the program descriptions in this catalog.

4. Submit all letters of recommendation and other materials required by the program to which you are applying.

After completing the steps listed above, you are eligible for admission to the Graduate College. Completing the steps, however, does not ensure that you will be admitted. You must still meet any grade-point average (GPA) requirement stipulated by the program to which you are applying, and you must be recommended for admission by the coordinator of the graduate program to which you are applying. Finally, you are officially admitted to the graduate program only after receiving written notification from the Graduate Dean.

Applying as a Nondegree-Seeking Student
You may apply for admission as a nondegree-seeking student if you have earned a bachelor’s degree or a higher degree from an accredited institution.
If you decide to become a degree-seeking student, you will be required to meet the GPA and all other requirements of the program to which you apply.

To apply for admission as a nondegree-seeking student, complete the following steps before the deadline specified in the current academic calendar.

1. Submit an application for admission to the Graduate Admissions Office, along with the $20.00 application fee (nonrefundable).
   An application is available inside the front cover of this catalog or you may submit an on-line application available at http://www.boisestate.edu/gradcoll.

2. Request an official transcript from the institution that granted your bachelor’s degree or higher degree. Instruct the institution to send the transcript directly to:
   Graduate Admissions Office
   Math/Geosciences Building, Room 141
   Boise State University
   1910 University Drive Boise, ID 83725

If you are a nondegree-seeking student, you may register for as many credits as you wish as long as the courses are not restricted and you have met the necessary prerequisites. However, you will be ineligible for financial aid.

Applying for Admission as an International Graduate Student

Boise State University welcomes applications from qualified students around the world. The requirements described below apply to all applicants holding citizenship in a country other than the United States.

You must apply for admission as a graduate student if you have earned—from an accredited institution—the equivalent of a U.S. 4-year bachelor’s degree or a higher degree.

To apply for admission to BSU, complete the following steps before the deadline specified in the current academic calendar.

1. Submit a completed International Student Graduate Application to the BSU International Student Admissions Office, Administration Building, Room 107 along with the $30.00 application fee (nonrefundable).

2. Request official transcripts and proof of graduation from each educational institution you have attended beyond high school or the equivalent of high school. Instruct the educational institutions to send the transcripts directly to:
   BSU International Student Admissions Office
   Administration Building, Room 107
   Boise State University
   1910 University Drive Boise, ID 83725

If written in a language other than English, these documents must be accompanied by an English translation. If the institutions cannot submit these documents directly to the BSU International Student Admissions Office, you may substitute (1) certified copies of official academic records and (2) proof of graduation. The certified copies must be issued by an official of the institution.

3. Take the Test of English as a Foreign Language (TOEFL). Ensure that the results of these exams are forwarded to the BSU International Student Admissions Office. (The institution code number for BSU is 4018.) For applicants to graduate degree programs, BSU requires a minimum TOEFL score of 587 paper-based/240 computer-based testing.

4. Take the Graduate Management Admission Test (GMAT), Graduate Record Exam (GRE), or any other predictive exam required by the program to which you are applying. Ensure that the results of these exams are forwarded to:
   Graduate Admissions Office,
   Math/Geosciences Building, Room 141,
   Boise State University, Boise, ID 83725.

(The institution code number for BSU is 4018.) For information about specific program requirements, see the program descriptions in this catalog.

5. Submit all letters of recommendation and other materials required by the program to which you are applying.

6. Submit documentation sufficient to demonstrate that you have financial resources to cover one calendar year of living expenses, tuition, and fees. Send the documentation to the BSU International Student Admissions Office.

After you have met all of the requirements for admission and have been accepted to a degree program, the International Student Services Coordinator will issue you an I-20 form, which you will need to obtain an F-1 student visa. For more information, please contact the International Student Admissions Office. Telephone: (208) 426-1757.

NOTE: All full-time students must be covered by health insurance. Your student fees cover the cost of participating in BSU’s health insurance plan. However, you may not be required to participate in the plan if you are already covered by a health insurance policy offering coverage equal to (or exceeding) the coverage provided by BSU’s health insurance plan. To receive an exemption from this requirement, you must submit proof of insurance within the first 10 working days of the semester.

Graduate Credit Options for Senior Undergraduate Students

If you are a BSU senior, you may enroll in a graduate course and have the credits recorded on your transcript as graduate credits. However, you must first secure approval from both the chair of the department offering the course and the Dean of the Graduate College.

Any credits you earn in this fashion may be counted toward an undergraduate degree, or, they may be applied toward a graduate degree at Boise State University, but not both. You determine how the credits are to be used before you enroll in
Graduate Admission Policies and Procedures

Credit Limits for Pass/Fail Courses, Workshops, and Directed Research

You may apply toward a graduate degree no more than six credits earned in pass/fail or workshop courses. (Project, Thesis, and Dissertation credits graded P/F are excluded from this limitation.) Likewise, you may apply toward a graduate degree no more than nine credits you have earned by completing directed research. (Twelve credits of directed research may be applied toward the doctoral degree.) No more than six directed-research credits may be earned in one semester. Finally, your supervisory committee or advisor has the authority to accept some, none, or all of your directed research credits (within the limits specified above). Therefore, we encourage you to discuss directed research credits with your supervisory committee or advisor, to determine if the credits can be applied toward your degree.

NOTE: If you are pursuing an M.B.A., you may apply toward your degree no more than three credits earned by completing an internship or directed research.

NOTE: If you are pursuing a Master of Arts in School Counseling, you may apply toward your degree no more than ten pass/fail credits.

NOTE: If you are pursuing a Master of Social Work degree, you may apply toward your degree no more than eighteen pass/fail credits.

Credit Limits Applicable to Undergraduate Courses Taken for Graduate Credit

Ordinarily, you are able to earn graduate credits only in those courses numbered at the 500 level or above; courses below the 500 level carry undergraduate credit. However, a "G" designation applied to 300- or 400-level courses, signifies that students in those courses may choose to earn either undergraduate or graduate credit. In order to earn graduate credit, you must complete extra work beyond what's required of students earning undergraduate credit.

Your department has the authority to accept some, none, or all of the credits you earn in "G" designated courses. In any event, no more than one-third of the credits required for your graduate degree may carry a "G" designation.

Credit Limits for Practicum/Internship

To earn graduate credit for Practicum/Internship, you must have a minimum 3.00 cumulative GPA and you may apply no more than 12 credits toward a graduate degree or second undergraduate degree. However, some graduate programs accept only 3 internship credits. Therefore, we encourage you to check with your department for any additional restrictions. Practicum/Internship cannot be repeated to improve a grade. You can obtain a copy of the Practicum/Internship form from your department.
Graduate Degree Program Requirements

If you have questions about these requirements:
Contact Graduate Admissions Office
Math/Geosciences Building, Room 141
208 426-3903 or 426-4204
http://www.boisestate.edu/gradcoll
e-mail: gradcoll@bsu.boisestate.edu

Graduate Degree Program Requirements

Admission to the Graduate College is the first step toward your graduate degree, but you must also be granted admission to a graduate degree program. Admission requirements vary from one graduate program to another. For more information about the requirements of a particular graduate degree program, consult the catalog description of the program to which you are applying. Concurrent admission to more than one graduate program is not possible.

The sections below define general policies and procedures governing:
- admission to a graduate degree program
- your supervisory committee
- time limits for completion of degree requirements
- minimum number of credits required for graduate degree
- residency requirements
- foreign-language requirements
- applying for candidacy
- thesis and final-project requirements
- final-examination requirements
- applying for a graduate degree

Admission to a Graduate Degree Program

Once you have been granted Regular or Provisional status (as described in "General Admission Policies"), you will work with your supervisory committee or advisor to develop your program of study.

To document your study plan, you must complete a Program Development Form. The form is available from your supervisory committee, your advisor or the chair of your department. It is your responsibility to ensure that you complete the form in the first academic period (fall semester, spring semester, or summer session) in which you take classes as a Regular, Provisional, or Conditional student. If you are using transfer credits in your graduate program, your supervisory committee or advisor will file your completed form with the Graduate Admissions Office.

NOTE: When you complete the Program Development Form, list on it any of the following types of classes, if you intend to count toward your degree the credits you have earned in those classes.
- courses in which you earned credits you wish now to transfer to BSU
- courses in which you "reserved" the credits to be applied to a graduate degree
- courses in which you earned credits you wish to count as residence credits earned through an inter-institutional cooperative program

If you wish to apply such credits to a BSU graduate degree, you must claim the credits no later than the earliest of the following dates:
- when you file the Program Development Form for the first time
- the end of your first academic period as a Regular or Provisional student

Your Supervisory Committee

Once you are admitted with Regular status to a graduate program, your department will assign you a supervisory committee, consisting of your advisor and two or more graduate faculty members. Additional ex-officio committee members may be assigned at the discretion of the student and the advisor.

Your supervisory committee or advisor will work with you to establish a program of study, direct your thesis or final project, and administer your final examinations. In some programs, you will be assigned an advisor in lieu of a supervisory committee.

Your advisor and one committee member must have Full or Associate Graduate Faculty status. Your third committee member may have Associate or Adjunct Graduate Faculty status. Ex-officio committee members are not required to have graduate faculty status. (A list of official graduate faculty is available on page 126.)

If you are admitted with Provisional status, you will be assigned a temporary advisor, who will help you to create a tentative program of study. In addition, your advisor will assist you in satisfying the requirements of the Provisional admission. You will also be assigned a temporary advisor if you are admitted with Conditional status, however, it will be your responsibility to meet the requirements of your Conditional admission.

Once you have satisfied the requirements, your department may recommend to the Dean of the Graduate College that the university admit you with Regular status.

Time Limits for Completion of Degree Requirements

You have a total of seven calendar years within which to complete all requirements for your graduate degree. The seven years begins with the date you are admitted to a graduate degree program with either Regular, Provisional or Conditional status. All course work (including any transfer credits), field
Admission to Candidacy

Toward a graduate degree, not least because the application for candidacy represents an important milestone in your progress. When you apply for candidacy, you use the form requesting that the course be allowed within the seven year time limit to meet the requirements of the degree. The Request for Extension of Time form, along with the letter of request from the student, is submitted to the Graduate College by your advisor if you have reached the seven year limit but need another semester to finish your Dissertation, Thesis, or Project.

Minimum Number of Credits Required for Graduate Degree

Before awarding you a master's degree, BSU requires you to complete at least 30 semester credits of graduate course work approved by your supervisory committee or advisor. Some programs may require more than 30 credits. For the Doctor of Education, a minimum of 66 semester credits beyond the master's is required.

In-Residence Requirements

To obtain a master's degree, you must complete at least 21 semester credits of approved graduate work from Boise State University. Doctor of Education students are required to be in continuous enrollment and complete a minimum of 25 credits of 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. Your department may elect to accept, for in-residence credits, some or all graduate work completed in an inter-institutional cooperative graduate program.

Foreign-Language Requirements

Each department offering a graduate degree program establishes the foreign-language requirement for that program. If your department has a foreign-language requirement, you will need to demonstrate a reading knowledge of that foreign language. Ordinarily, you would do so either by translating documents or by taking a standard exam.

Applying for Candidacy

When you apply for candidacy, you use the Application for Admission to Candidacy form to specify the courses and projects comprising your program of study. Applying for candidacy represents an important milestone in your progress toward a graduate degree, not least because the Application for Admission to Candidacy form, upon approval, becomes a binding agreement between you, the university, and your department. In short, applying for candidacy identifies the work you've done so far and defines the work you will do from that point forward. Once approved, the application for candidacy becomes your formal plan for further study. BSU discourages students from making any changes to this plan after the application for candidacy has been approved. Such changes require approval from the Dean of the Graduate College, acting on a written recommendation from your supervisory committee or advisor.

Master's level students should apply for candidacy as soon as possible after completing 18 credits of graduate work in an approved program of study. Your grade-point average for those 18 credits must be at least 3.00 on a 4.00-point scale. In addition, you must have no listed credit deficiencies, and you must have already satisfied any foreign-language or other requirements stipulated by your department.

If you are a doctoral student, you may apply for candidacy following the successful completion of a qualifying examination, scheduled by your committee. You can obtain a copy of the Application for Admission to Candidacy form from your department. We encourage you to apply for candidacy as soon as you meet the requirements; but no later than one semester before your expected graduation date. Deadline for submission is approximately:

- the first of June for August graduation
- the end of August for December graduation
- the end of January for May graduation

Exact dates are listed in the academic calendar.

**Project, Thesis, and Dissertation Requirements**

Each department offering a graduate degree program determines the program's requirements for a thesis, project, or dissertation. There are, however, some requirements common to all:

- The project, thesis, and dissertation should demonstrate the ability of an individual student to select a specific problem or topic, to assemble pertinent data, to do original research appropriate for the topic, to organize ideas and data acceptably, to synthesize, analyze and interpret results, and to produce a written document in clear and effective English.

- A student who has met all graduate degree credit requirements except for completion of a directed research, project, thesis, or dissertation, is required to register for at least one credit of 591 Project, 593 Thesis, 596 Directed Research, or 693 Dissertation each semester until the work is completed.

- The final draft of the manuscript must be reviewed by your supervisory committee or advisor and by the office of the Dean of the Graduate College.
Graduate Degree Program Requirements

- Two copies of the work to be retained by the University must be printed on 25% cotton, 20 lb. bond paper.
- Your project, thesis, or dissertation must be received and approved by the Dean of the Graduate College at least three weeks before commencement.

A manual compiled by the Graduate College staff will assist you in preparing your thesis, project, or dissertation to meet the standards required for submission to the Graduate College. You may obtain a copy of Standards for Preparation of Dissertations, Theses, and Projects in the Graduate College in the BSU Bookstore.

Matters of form and style including abbreviation, footnotes, notation of references and bibliography should conform to the standards for your discipline. Your advisor or program coordinator will advise you which style manual is appropriate.

Final Examination Requirements

To take a final examination, you must first be admitted to candidacy (as described above). Departments and academic units that offer graduate degrees have substantial latitude in establishing requirements for final examinations. In some departments, for instance, students may be required to write a thesis, take a final written examination, and take a final oral examination. Another department may only require a thesis and oral defense, while yet another may require students to complete a portfolio of creative work.

If your department requires neither a thesis nor a final project, you still may have to take one or more final examinations—either written, oral, or both. Your department administers these examinations, according to a schedule that the Graduate College establishes once each summer session and once each semester. Your department will also administer any final examinations it requires in defense of a thesis, project, or dissertation, again according to the schedule established by the Graduate College.

If your department requires a final examination, the Dean of the Graduate College may appoint an additional member to the committee that administers the examination. This additional member may be from outside your department or college.

NOTE: A student who fails a final examination defense of thesis, project, or dissertation will be withdrawn from the graduate degree program, unless the chair of the examination committee submits a written recommendation to the Dean of the Graduate College, proposing that the student be allowed to take another examination. With the Dean’s approval, the student may retake all or part of the examination. However, at least three months must elapse between the first examination and the second. Any student failing the second examination will be withdrawn from the graduate degree program.

Please note that you must take any required final examination at least three weeks before commencement; the academic calendar lists final examination dates for the current academic year. To apply to take a final examination, contact the chair of your graduate committee.

Applying for Your Graduate Degree

The last step in completing your graduate degree program is to apply for your graduate degree.

You must apply for your graduate degree before the deadline established for the semester in which you will graduate. Deadlines for spring and fall semester are published in the current academic calendar. Applications are available from your department or from Graduate Admissions Office, Math/Geosciences Building, Room 141.

To apply for your graduate degree, complete the following steps before the deadline.

1. Consult with your supervisory committee or advisor to ensure that you have satisfied all requirements for your graduate degree.
2. Pay any outstanding balances you may have with the university (for example, tuition, fees, library fines, or parking tickets).
3. Obtain all required signatures from your advisor, graduate program coordinator, and the Graduate Dean.
4. Submit the completed Application for Graduate Degree form—along with the $25.00 diploma fee—to the Graduate Admissions Office, Room 141, Math/Geoscience Building.
If you have questions about these policies:
Contact the Registrar’s Office
Administration Building, Room 102
Telephone 208 426-4249

Registration Policies, Procedures, and Grades

Shortly after you have been admitted to a graduate-degree program, your department will assign a member of the faculty to serve as your academic advisor. Prior to registration, all students are encouraged to seek advising.

Registration takes place each semester and summer session. It consists of two distinct processes: priority registration and open registration. Each offers students the opportunity to select courses well before classroom instruction begins. General descriptions of both priority and open registration are provided below; specific procedures for registration are defined in the BSU Directory of Classes.

Priority Registration

If you are a continuing student, you may register during priority registration, which is held in April for the upcoming summer sessions and fall semester and held again in November for the upcoming spring semester. For exact dates, consult the current academic calendar or the BSU Directory of Classes. During priority registration, students register by appointment, according to a schedule established by the Registrar’s Office. If you are a new degree-seeking student and are admitted to the University before the deadline for admission, you will be notified by mail of your registration appointment. Continuing nondegree-seeking students may register at the end of the priority registration period for continuing degree-seeking students. New nondegree-seeking students may register at the end of priority registration for new degree-seeking students.

Open Registration

Open registration begins after the fee-payment deadline for preregistered students and runs through the tenth day of the semester. (See the BSU Directory of Classes for specific dates.)

Registration Cancellation

Once you register for classes, you will remain registered and will be held responsible for the fees and grades assessed for these classes unless you take action to cancel your registration. If you decide not to attend classes for which you have registered, you must cancel your registration by completing an on-line form located on BSU’s web site (http://www.boisestate.edu/registrar/cancel.htm) or by calling the Registrar’s Office at 208 426-4980. If you do not cancel your registration or pay your fees by the cancellation deadline/fee payment deadline (see Academic Calendar for exact dates), you will remain registered, you will be charged course fees, plus you will be assessed a $50.00 late fee.

Credit Courses and Audit Courses

During open registration, if space in the class is available, you may register for a course under audit status with the understanding that you have a seat in the class, but you will receive neither credit for the course nor a final grade. Some instructors won’t require you to attend class regularly, complete assigned work, take tests, or otherwise participate in the class. On the other hand, the instructor can require you to attend class and take tests. In any of the classes in which you are enrolled, you may change the course status from credit to audit or from audit to credit only until the tenth day of the semester. Please note that if you change the status from credit to audit, or from audit to credit, your instructor may refuse permission if the class is full. Instructors may require you to attend class regularly, complete assigned work, take tests, or otherwise participate in the class.

To change your registration status, you must file a schedule change form with the Registrar’s Office, Administration Building, Room 110.

Adding Classes and Dropping Classes

For a short time at the beginning of each semester, enrolled students may add classes to their schedule or drop classes from their schedule. Before dropping or adding classes, please carefully read the following sections of this chapter, which describe the general policies governing adding or dropping classes. Specific instructions for adding and dropping courses are published in the BSU Directory of Classes, as is the deadline for making such changes.

You may add and drop classes by completing a schedule change form, which may be obtained from the Registrar’s Office, Room 110, Administration Building. You are responsible for obtaining the form, filling it out, obtaining any necessary signatures, and returning the form to the Registrar’s Office for processing. A schedule change form takes effect only when it has been fully processed by the Registrar’s Office.

Before the semester begins, you may add classes to your schedule without first obtaining the instructor’s permission, if there is space available in the class. You may continue to add classes from the first day of classroom instruction, until the tenth day of the semester. (See the academic calendar in the BSU Directory of Classes for the exact deadline.) However, after the fifth day of the semester, you must obtain the instructor’s signature on the schedule change form, indicating that the instructor has granted permission to add the class.

Instructors may refuse to grant permission if the class is full. They may also refuse permission if your late entry would
Registration Policies, Procedures, and Grades

prevent you from benefiting fully from the class, or prevent other students in the class from doing so. (If you are registering for or adding directed research, practicum, or internship, you may do so through the end of the sixth week of the semester.)

You may drop classes from your schedule, without the instructor's permission, through the sixth week of the semester. (See the academic calendar in the BSU Directory of Classes for the exact deadline.) If you drop a class after the tenth day of the semester, the class will not appear on your transcript. However, if you drop a class after the tenth day, your transcript will contain a grade of W for that class. For more information about dropping or adding classes, see the BSU Directory of Classes or call the Registrar's Office at 208 426-3486.

BSU limits the number of withdrawals (W's) a student may receive during enrollment at BSU. If you are pursuing a second degree at the associate, advanced technical certificate, or technical certificate level, you may receive up to five W's. If you are pursuing a second baccalaureate degree, you may earn up to ten W's, including any received while in an associate degree, advanced technical certificate, or technical certificate program. (W's received before Fall, 1995 are not counted toward the total allowed.) Once you have exhausted the allowed number of W's, you may receive only an A, B, C, D, P, or F in any succeeding course.

Some limitations may also apply to specific master's or doctoral programs. Please refer to individual program requirements for more information.

Note: The university has placed limits on the number of times you may enroll in a course. See section on "Grades" for more information.

Note: If you intend to drop a class in which you have been issued university property, you must return the property before dropping the class. If you fail to do so, the Registrar's Office will place a hold on your official record, and reinstate you in the class.

Student-Initiated Complete Withdrawal

Completely withdrawing from the university is the process by which a student formally drops all classes. You may request a complete withdrawal at any time up through the sixth week of the semester. (See the BSU Directory of Classes for the exact deadline.) Of course, at any point in the semester you could simply stop attending classes, but you would receive a final grade of F in all of your classes. If, on the other hand, you completely withdraw from the university, you receive a W for all classes dropped after the tenth day of the semester. Any classes dropped on or before the tenth day do not appear on your transcript. W's received as a result of a complete withdrawal will not count toward the maximum limit of W's allowed in your program.

To begin the complete withdrawal process, contact the Office of Student Special Services, Administration Building, Room 114, Telephone 208 426-1583 and request a complete withdrawal. If you are hospitalized, out of the area, or otherwise physically unable to come to the university, you may begin the process by telephone or by mail. For information on refunds of tuition and fees following a complete withdrawal, see section on "Tuition and Fees".

Faculty-Initiated Withdrawal

An instructor can withdraw a student from a course if any of the following conditions are present:

- The student fails to attend one of the first two meetings of a class that meets more than once each week.
- The student fails to attend the first meeting of a class that meets once each week.
- The student has not satisfied the entrance requirements for the class.

To withdraw a student for failing to attend one of the first two meetings of a class that meets more than once each week or the first meeting of a class that meets once each week, the instructor submits a special drop form to the Registrar's Office. Students withdrawn from a course for failing to attend these specified class meetings may re-enroll in the course with the instructor's permission through the tenth day of the semester. (See the BSU Directory of Classes for the exact deadline.)

To withdraw a student for failing to satisfy entrance requirements, the instructor or the graduate program coordinator must notify the student of the impending withdrawal and then request the withdrawal through the Registrar's Office. All faculty-initiated withdrawals will not appear on the student's transcript.

Students should not expect that an instructor will withdraw them for nonattendance. The primary responsibility for course withdrawal rests with the student.

Note: For information regarding Administrative Withdrawal from BSU, please refer to the chapter on General Policies.

Grades

Boise State University uses a 4.0 grading scale. Table 3 lists the letter grades that instructors use to document their evaluation of your work and to document your academic status in the class. In addition, Table 3 defines the meaning of each letter grade and specifies the number of quality points that correspond to each grade. Quality points are used to determine your grade-point average (GPA).
## Registration Policies, Procedures, and Grades

### Table 3: Letter Grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Meaning</th>
<th>Quality Points per Credit Hour</th>
<th>Used to Calculate GPA?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Distinguished work</td>
<td>4</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>Superior work</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>Average work</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>Below-average work</td>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td>Yes</td>
</tr>
<tr>
<td>P</td>
<td>Pass: satisfactory work equivalent to C or higher; credits earned</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (See &quot;Incompletes&quot; in this chapter)</td>
<td>0 (until changed to a letter grade)</td>
<td>No</td>
</tr>
<tr>
<td>W</td>
<td>Student withdrew from the course</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>AUD</td>
<td>Course was taken under audit status</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>UAU</td>
<td>Unsatisfactory Audit; Student did not meet requirements set by instructor</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>NR</td>
<td>No Report or Record; Instructor has not yet turned in a grade</td>
<td>0 (until changed to a letter grade)</td>
<td>No</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress; Used for thesis, project, and dissertation work in progress</td>
<td>0 (until changed to a letter grade)</td>
<td>No</td>
</tr>
<tr>
<td>CW</td>
<td>Student completely withdrew from all classes that semester</td>
<td>0</td>
<td>No</td>
</tr>
</tbody>
</table>

### How to Calculate Your Grade-Point Average (GPA)

For each student, Boise State University calculates and documents three types of grade-point average (GPA):

- overall cumulative GPA
- semester GPA
- BSU GPA

Each of the three types of GPA is calculated with the same formula: total quality points you have earned divided by the total number of credits you have attempted. The quotient of that division is your GPA.

### Total Quality Points Earned

Total Credits Attempted

\[
\text{GPA} = \frac{\text{Total Quality Points Earned}}{\text{Total Credits Attempted}}
\]

In calculating your overall cumulative GPA, BSU uses all courses you have taken at the university and any you have transferred from other post-secondary institutions—but only if those courses have been graded with a final grade of A, B, C, D, or F. If you have repeated a course prior to fall semester 1995, only the most recent grade is used in calculating your overall cumulative GPA. For courses repeated during or after fall semester 1995, both grades are used in the GPA calculation.

In calculating semester GPA, the formula uses only the quality points earned and credits attempted that semester. For BSU GPA, the formula uses only quality points earned and credits attempted at BSU.

All GPA calculations exclude credits for:

- pass/fail courses in which you received a final grade of P.
- courses that you registered for but later dropped from your schedule, even though the course may appear on your transcript with a final grade of W or CW.
- courses you took under audit status (AUD or UAU).
- courses in which you have received the grade of I, for incomplete; IP, for in progress; or NR, for no record (until the I, IP, or NR is changed to a letter grade).

### Incompletes

Instructors can enter a grade of I—for incomplete—if both of the following conditions are present:

- Your work has been satisfactory up to the last three weeks of the semester.
- Extenuating circumstances make it impossible for you to complete the course before the end of the semester.

If you receive an incomplete in a graduate course, you and your instructor will write and sign a contract stipulating the work you must do to receive a grade in the class and the length of time in which it must be completed.

Note: If you receive an incomplete in an undergraduate course, you and your instructor will write and sign a contract stipulating the work you must do to receive a grade in the class. The contract time may not exceed one year. If no grade other than incomplete has been assigned one year after the original incomplete, the grade of “F” will automatically be assigned.

You may not remove the incomplete from the transcript by re-enrolling in the class during another semester; in fact, you are prohibited from enrolling in the course for as long as you have an incomplete. A grade of incomplete is excluded from GPA calculations until you receive a final grade in the course.
Tuition and Fees

If you have questions about tuition and fees:
Contact the Payment and Disbursement Center
Administration Building, Room 211
Telephone 208 426-1212 or 426-5233

If you have questions about student loans:
Contact the Account Maintenance Center
Administration Building, Room 209
208 426-2134

Tuition and Fees
In general, the costs of attending BSU arise from tuition, institutional fees, and special fees (such as fees for private music lessons or laboratory classes). Your actual costs depend on how many classes you take, the type of classes you take, and your status as a resident or nonresident student. For instance, Idaho state law stipulates that Idaho residents cannot be charged tuition (the direct cost of instruction); for Idaho residents, then, the principal cost of attending BSU arises from institutional fees. In addition to these fees, you may also have to pay such additional charges as workshop fees or materials charges, depending on the type of classes you take. You may pay with cash, check, Visa, MasterCard, or Discover.

This chapter defines the current tuition and fees for attending Boise State University and provides other information about tuition and fees, including information on deadlines, deferred payment, the senior-citizen rate, and insurance coverage for full-time students. Also included in this chapter are some of the more commonly asked questions about Idaho residency requirements.

Deadlines for Paying Tuition, Fees, and Other Charges
You are expected to pay all tuition, fees, and other charges by the deadline specified in the current academic calendar. In most cases, you will receive a student bill, if requested, at the time of registration as well as monthly bills thereafter. These bills may reflect any scholarships, assistantships, or financial aid you have been awarded. Failure to make payment by the due date reflected on the student bill will result in an assessment of a late fee.

Installment Payment Plan (I-PAY) for Tuition, Fees, and Other Charges
If you are unable to pay tuition and fees before the deadline established by the current academic calendar, you may be able to defer payment of some of your tuition and fees. To do so, however, you must be registered for two or more billable credits, and you must have no delinquent or past-due accounts with the university.

When you use the installment payment plan (I-PAY), you agree to pay all special fees at the time that you register. You agree, as well, to pay at least 50% of the balance owing for tuition and fees, and you agree to pay an application fee of $30. Finally, you agree to abide by the other policies and procedures of the I-PAY plan.

When you use the installment payment plan (I-PAY) for tuition and fees, you agree to pay the balance of your tuition, fees, and application fee in equal installments on or before September 25th and October 25th for the fall semester and on or before February 25th and March 25th for the spring semester.

NOTE: If your I-PAY account becomes delinquent, the university may cancel your registration. In addition, you will have to pay a late charge of 21% per annum, and you will forfeit any opportunity to defer payment at some later time.

If financial aid arrives before your loan is repaid, the financial aid will be applied to the amount you still owe on the loan. This application of financial aid takes precedence over any other method of repayment. If you use the I-PAY plan and then withdraw from the university, BSU will deduct the amount owed on your account from any refund you may be eligible to receive. In addition, you will be charged a $25 complete withdrawal fee.

If you are enrolled for two or more credit hours and are able to pay the minimum 50% down payment, you may apply for the I-PAY plan at the Payment and Disbursement Center, Administration Building, Room 211, or Telephone 208 426-4068 or 208 426-1317.

How BSU Calculates Your Tuition and Fees
When you apply for admission to BSU, you pay a one-time, nonrefundable fee ($20) for processing your application. To calculate your other tuition and fees, BSU has established that eight credits or more per semester constitute full-time enrollment and you are required to pay the full tuition and fees shown in Table 4 below.

| Table 4. Full Graduate Tuition and Fees, Per Semester, (8 credits or more) |
|-----------------|-----------------|-----------------|
| **Tuition and Fees** | **Resident** | **Nonresident** |
| Tuition | $0 | $2940 |
| Institutional Fees | $1608.25 | $1608.25 |
| Total (for up to 19 credits) | $1608.25 | $4548.25 |
| Overload Fee* | per credit hour | per credit hour |

*An overload fee is imposed if you register for more than 19 credits. Each credit over 19 costs the per credit hour cost in Table 5, below.

In determining whether you have reached the total of 8 credits per semester, BSU counts all credit hours on your registration form, including credit hours under audit status, credit hours for courses you are repeating, and credit hours for workshops. In
short, nearly every combination of any type of credit hour counts toward the 8-credit total. Please note, also, that developmental courses (such as ENGL 010 Developmental Writing or MATH 020 Elementary Algebra) count as 3 credits each toward the 8-credit total, even though you earn no credits by taking the course.

Although 8 credits is considered full time for fee paying purposes, you must enroll for 9 credits or more to be eligible for full financial aid. Please see Table 1 in the section on "General Policies."

NOTE: Tuition, fees, and other charges are subject to change at any time by the Idaho State Board of Education, acting as the Board of Trustees for Boise State University.

Other Fees and Charges

If you enroll for fewer than eight credits, your fees are calculated according to the schedule shown in the following Table 5. Among the fees listed in Tables 5 and 6 are an application processing fee, music fees, special fees, and an overload fee. You pay the application processing fee once when you first apply for admission to BSU. You pay the music fee if you register for private music lessons, and you pay the overload fee whenever you enroll for more than 19 credits in a single semester.

Music fees are refundable, if you drop the class within the first 5 days of classroom instruction (see "Refund Policy," below). Application fees and overload fees are nonrefundable.

### Table 5.
**Partial Graduate Fees, Per Semester, (less than 8 credits)**

<table>
<thead>
<tr>
<th>Part-time Fees</th>
<th>$144.75 per credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer (1999)</td>
<td>$133.75 per credit hour</td>
</tr>
<tr>
<td>Application Processing Fee</td>
<td>$20 One-time; nonrefundable</td>
</tr>
<tr>
<td>Overload Fee</td>
<td>Per credit hour beyond 19 hours; nonrefundable</td>
</tr>
</tbody>
</table>

### Table 6.
**Fees for Private Music Lessons**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$125</td>
</tr>
<tr>
<td>4</td>
<td>$250</td>
</tr>
</tbody>
</table>

These music fees may be waived, however, if you are a music major enrolled for 8 or more credits. To be eligible to receive the waiver, you must be taking the class in order to satisfy a requirement for private performance study in a degree program. You must also be concurrently enrolled, for credit, in a major ensemble and in a concert class. You must receive a grade of C or higher in the ensemble and a grade of P (for Pass) in the concert class. For more information about this policy, and to apply for the waiver, contact the music department.

Senior Citizen Rate

If space in a course is available, Idaho residents who are at least 60 years old may register for the course and pay $5 per credit hour, a $20 registration fee (per semester), and any special fees (such as for private music lessons or laboratory fees). To register at the senior citizen rate, first apply for admission, then request the form Senior Citizen's Waiver from the Payment and Disbursement Center, Administration Building, Room 211, Boise State University, 1910 University Drive, Boise, ID 83725. Fill it out according to the instructions. When you pay your registration charges, you will need to show the cashier your driver's license, birth certificate, or other proof of your age.

Refund Policy

In general, if you completely withdraw from BSU on or before the fifth day of the semester, you are eligible to receive a full refund of the money you paid to register (less a $25.00 processing fee). If you withdraw after the fifth day but before the tenth day of the semester, you are eligible to receive a 50% refund of the money you paid to register (less a $25.00 processing fee). If you withdraw after the tenth day of classroom instruction, you receive no refund. No refunds for private music lessons can be granted after the first five (5) days of classroom instruction. Overload fees are not refunded.

NOTE: In determining whether you have met the deadline and are therefore eligible for a refund, BSU considers only the date on which you applied for a refund—not the date on which you stopped attending class. Please note, also, that registering late has no effect on refund deadlines; BSU cannot extend the deadlines to take into account a late registration. In summary, you must completely withdraw from the university and apply for your refund no later than the tenth day of classroom instruction.

This general refund policy applies to full-time and part-time students regularly enrolled at the time of the withdrawal. However, the policy may not necessarily govern refunds for short courses, special workshops, and Continuing Education classes. Because refund policies for such classes may vary, you should direct any request for a refund to the academic unit or organization offering the class.

In some circumstances, you may be expecting a full refund of tuition and fees, yet receive less than the amount you have paid to BSU. If you owe money to the university, that money will be deducted from the refund before it is issued. Similarly, BSU will take a deduction from the refund check if you used financial aid to pay all or part of room-and-board costs, tuition, or registration charges. In such cases, BSU reimburses the government agency or other organization that furnished the financial aid. Any balance that remains is forwarded to you, usually three to four weeks after you withdraw from the university.
Tuition and Fees

Student Health Insurance Program
If you are a full fee-paying student, enrolled for 8 or more credit hours, you are covered under the University’s Student Health Insurance Program. This premium is included in the fee schedule on your bill. Coverage begins on the first day of classroom instruction, or if fees are paid late, on the day the fees are paid. You are insured at home or school, while traveling and during all vacation periods 24 hours a day for the policy period. Coverage for the fall semester begins on the first day of class and ends on the first day of the spring semester. Spring semester benefits continue until the first day of the fall semester.

If you are a part-time student, enrolled for 3 or more credit hours, you may enroll for the Student Health Insurance at registration if you so desire. The premium is payable each semester in the Payment and Disbursement Center during the first 30 days of each semester. No billings will be sent for the insurance premium.

Dependent coverage is available to your dependents if you are a full-time or part-time student. In order to purchase dependent coverage, you must also be insured under the Student Health Insurance Program. You may enroll your dependents by completing the enrollment form which is attached to the brochure, and paying the premium to the Student Health Insurance Representative in the Payment and Disbursement Center. Dependent coverage is voluntary and billings will not be sent.

Refund Policy: You may be exempt from participation in the Student Health Insurance Program if you have existing health insurance coverage. To claim exemption, sign and return the Request for Insurance Waiver. If a copy of this waiver is not included with your bill, copies are available in the Payment and Disbursement Center. Dependent coverage is voluntary and billings will not be sent.

NOTE: All full-time students may obtain medical assistance or services at the Student Health Services, 2103 University Drive, Boise, ID 83725. Student Health Service has no connection to the insurance program covering BSU students.

Idaho Residency Requirements
When you are first admitted to BSU, the university classifies you as either a resident student or a nonresident student, then uses this classification to determine your tuition and fees. It is the student’s responsibility to apply for residency status. This section briefly answers two of the most frequently asked questions about residency requirements. For further information, please contact the Residency Coordinator, Administration Building, Room 213, Telephone: 208 426-1306.

Q: When I first enter the university, what determines my residency status?
A: For the purpose of calculating tuition and fees, your status is determined by your responses to several questions on your application for admission. In general, students are considered residents of Idaho if their parents have resided in Idaho for 12 consecutive months before the first day of classroom instruction.

Q: Can I appeal BSU’s decision to classify me as a nonresident student?
A: Yes. To do so, obtain an appeal affidavit from the Payment and Disbursement Center, Administration Building, Room 213. Complete the form and submit it according to the instructions provided.

Resident/Nonresident Classification Information
Procedures to be Observed in Determining Residency for Tuition Purposes
Boise State University

The legal residence of a student for fee purposes is determined at the time of initial application for admission to BSU and remains unchanged in the absence of satisfactory written evidence to the contrary. The burden of proof in requesting reclassification to resident status rests with the individual in providing clear and convincing evidence of residency for tuition purposes as defined by the law. Individuals applying to change a non-resident classification made at the point of application or are requesting consideration for reclassification based upon satisfying state law criteria must follow the procedure outlined below:

1. Contact the Residency Coordinator in the Payment and Disbursement Office, Room 213, Administration Building.

2. Complete the Residence Information Affidavit and return it to the Residency Coordinator with supporting documentation. The Residence Information Affidavit must be notarized. An affidavit requesting reclassification to resident status may be filed after qualifying criteria have been satisfied but no later than 15 school days after the opening of the semester for which the change in status is requested.

3. The Residency Coordinator will determine if the individual meets the criteria for residency and will notify the individual in writing of the decision.

4. The applicant may appeal the decision in writing to the Residency Appeals Committee. To file an appeal the applicant must specify in writing why they believe they have met the criteria and on what basis they should be given residency. The appeal should be turned in to the Residency Coordinator. The applicant will be notified in writing of the decision of the Residency Appeals Committee.

5. If an applicant contests the determination of the Residency Appeals Committee that the applicant is not a qualified
Qualifying Criteria for Establishing Idaho Residency for Educational Purposes (any one or more of the characteristics described in items 1-9 below qualifies the individual as a resident for fee purposes).

1. Have one (1) or more parent or parents or court-appointed guardians who are domiciled in the state of Idaho. To qualify under this section, the parent, parents or guardian must have maintained a bona fide domicile in the state of Idaho for at least one (1) year prior to the opening day of the term for which the student matriculates.

2. Receive less than fifty percent (50%) of your support from a parent, parents or legal guardians and have continuously resided in the state of Idaho for twelve (12) months next preceding the opening day of the term during which you propose to attend BSU and have in fact established a bona fide domicile in this state primarily for purposes other than educational.

3. Have been domiciled in the state of Idaho, have met the qualifications for residency and have been away from the state for a period of less than one (1) calendar year and have not established legal residence elsewhere provided a twelve (12) month period of continuous residency had been maintained immediately prior to departure.

4. Be married to a person who is classified, or is eligible for classification, as a resident of the state of Idaho for the purposes of attending a college or university. Request for classification under this criteria will require that a copy of the marriage certificate be filed, and the qualifying spouse may be required to submit proof of residency in the form of an affidavit.

5. Be a member of the armed forces of the United States stationed in the state of Idaho on military orders. A certified copy of the military orders may be requested in support of this qualification for residency classification.

6. Have a parent or guardian who is a member of the armed forces stationed in the state of Idaho on military orders and receive fifty percent (50%) or more of support from the parent or legal guardian. The student, while in continuous attendance, shall not lose that residency when the student's parent or guardian is transferred on military orders. A certified copy of the military orders may be requested in support of this qualification for residency classification.

7. Be separated, under honorable conditions, from the United States armed forces after at least two (2) years of service and at the time of separation designate the state of Idaho as your intended domicile or have Idaho as the home of record in service and enter a college or university in the state of Idaho within one (1) year of the date of separation. A certified copy of the DD-214 separation papers may be requested in support of this qualification for residency classification.

8. Be a member of any of the following Idaho Native American Indian tribes, regardless of current domicile. Members of the following Idaho Native American Indian tribes, whose traditional and customary tribal boundaries included portions of the state of Idaho, or whose Indian tribe was granted reserved lands within the state of Idaho: (1) Coeur
d'Alene tribe; (2) Shoshone-Paiute tribes; (3) Nez Perce tribe; (4) Shoshone-Bannock tribes; (5) Kootenai tribe.

Definitions:

Resident student: Any student who meets the criteria specified in items 1-9 above.

Nonresident student: Any student who does not qualify as a "resident student" under the provisions of items 1-9 listed above and includes:

A. A student attending BSU with the aid of financial assistance provided by another state or governmental unit or agency thereof, such nonresidency continuing for one (1) year after the completion of the semester for which such assistance is last provided.

B. A person who is not a citizen of the United States of America, who does not have permanent resident status, or does not hold "refugee-parolee" or "conditional entrant" status with the United States Immigration and Naturalization Service.

Domicile: An individual's true, fixed and permanent home and place of habitation. It is the place where that individual intends to remain, and to which that individual expects to return when that individual leaves without intending to establish a new domicile elsewhere.

One (1) year: Twelve (12) consecutive months immediately preceding the opening date of the term for which resident status is requested.

Armed Forces: The U.S. Army, Navy, Air Force and Marine Corps. Uniformed services such as Coast Guard or National Guard do not qualify for residency requirements.

Two (2) years of service: Two (2) years of active duty service. Reserve duty status does not qualify for residency requirements.
If you have questions about assistantships:
Contact the Graduate College and Research
Math/Geosciences Building, Room 140
Telephone 208 426-3647

If you have questions about scholarships and other forms of financial aid:
Contact the Financial Aid Office
Administration Building, Room 117
Telephone 208 426-1664
FAX 208 426-1305
http://www.boisestate.edu/finaid/
e-mail: faquest@boisestate.edu

Financial Aid for Graduate Students
Assistantships and Fellowships
Graduate students at BSU may apply for a wide variety of financial aid, drawn from an equally wide variety of sources. You should investigate any financial aid that seems appropriate to your circumstances, beginning with financial aid available from your department, your graduate-degree program, or the Graduate College.

Departments award assistantships and fellowships with a total value of $5,500 to $12,000 (including a stipend and a waiver of fees). In addition, non-resident tuition is waived for any non-resident student who receives an assistantship or fellowship award. You may obtain an application for an assistantship from the Graduate College, MG-140, the department in which you are applying, or on the Internet at http://www.boisestate.edu/gradcoll/04Link.html.

Graduate assistants and research assistants are expected to provide 15 to 20 hours of service per week to the university, while fellowship and scholarship recipients have no such service requirements.

If you are awarded a BSU assistantship or fellowship, you are required to enroll full-time in a graduate-degree program, maintain at least a 3.00 grade-point average, and make satisfactory progress toward your degree. If an assistant, you must receive satisfactory performance reviews each semester, in order to be eligible for reappointment.

When you accept a graduate assistantship, research assistantship, fellowship, or scholarship, you enter into an agreement with the Graduate College, one that both parties are expected to honor throughout the next year. If you accept an award before April 15, but change your mind about accepting, you may resign your appointment at any time through April 15. Your resignation must be in writing. After April 15, your acceptance of the award commits you to that appointment.

NOTE: Students who withdraw from the university, or who are dismissed from their degree program, forfeit their appointment or award and may be required to repay fees to the department.

Deadline for Departmental Aid
You should apply for these awards when you apply for admission to the Graduate College—no later than March 1. If your application is received by the department after March 1, it may not be considered until the following year.

NOTE: Financial aid is available only to degree- or certificate-seeking students who are admitted to the university. If you have applied to a graduate degree program but have Pending Department Review admission status, you are not eligible for federal financial aid until your status is changed to Regular, Provisional, or Conditional.

Other Financial Aid
If you are seeking any financial aid other than the assistantships and fellowships discussed above, you must submit the following documentation:

- Free Application for Federal Student Aid (FAFSA). The FAFSA is required of anyone applying for need-based aid. The forms are available from the Financial Aid Office in January.
- Financial Aid Transcript. You must submit a financial aid transcript from all post-secondary institutions you've attended—regardless of whether you received financial aid at those institutions or may be entering the program in January.

In addition, the Financial Aid Office may require supporting documents before processing your financial aid application. If so, the Financial Aid Office will notify you that they need supporting documents. Documents typically requested include tax returns, proof of citizenship, or proof of veteran's benefits. Your financial aid records are released only with your permission (including to your spouse). Forms are available in the Financial Aid Office.

NOTE: To increase your chances of receiving aid, you should mail all necessary forms and supporting documentation no later than March 1. Applications received after April 1, the priority deadline, may not be considered in time to be notified of an award until after registration for fall semester. Students registered for fall semester must meet the April 1 deadline to have aid available for midsummer billing.

In considering applications for financial aid, the Financial Aid Office makes every effort to ensure that resources available through the university are distributed fairly. If funds remain after distribution, applicants will be considered on a first-come, first-serve basis as long as the funds last. To determine need, the Financial Aid Office uses a formula mandated by the federal government.

The following section describes a sampling of financial aid programs for which BSU students may be eligible. Since different types of aid carry different obligations, we strongly recommend that you discuss your options with a financial aid counselor. To make an appointment with a counselor, call 208 426-1664.
Financial Aid for Graduate Students

Federal Perkins Loans
Perkins Loans are long-term, low-interest loans awarded to both undergraduate and graduate students who show exceptional financial need. You must repay these loans according to a schedule established by federal law. Typically, you begin repaying your loan six or nine months after graduation or after your enrollment drops below five credits. Table 7, below, shows estimated repayment schedules for Perkins Loans of various amounts.

Table 7. Estimated Repayment Schedule for Federal Perkins Loans (based on 5% interest rate)

<table>
<thead>
<tr>
<th>Loan Amount</th>
<th>Number of Payments</th>
<th>Amount of Payments</th>
<th>Total Interest</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,000.00</td>
<td>36</td>
<td>$30.00*</td>
<td>$78.85</td>
<td>$1,078.85</td>
</tr>
<tr>
<td>2,000.00</td>
<td>79</td>
<td>30.00*</td>
<td>347.90</td>
<td>2,347.90</td>
</tr>
<tr>
<td>4,000.00</td>
<td>120</td>
<td>42.42</td>
<td>1,090.40</td>
<td>5,090.40</td>
</tr>
<tr>
<td>6,000.00</td>
<td>120</td>
<td>63.63</td>
<td>1,635.60</td>
<td>7,635.60</td>
</tr>
<tr>
<td>8,000.00</td>
<td>120</td>
<td>84.85</td>
<td>2,182.00</td>
<td>10,182.00</td>
</tr>
<tr>
<td>10,000.00</td>
<td>120</td>
<td>106.06</td>
<td>2,727.20</td>
<td>12,727.20</td>
</tr>
</tbody>
</table>

*Final payment will be slightly less.

NOTE: Your actual payment obligations may differ from these examples, which are presented here only to illustrate a typical repayment plan.

Federal Direct Stafford Loans
Direct Loans are need-based, long-term loans available to undergraduate and graduate students who show financial need. They usually carry a moderate variable rate of interest and are available directly through the BSU Financial Aid Office. To apply, complete the FAFSA available from the Financial Aid Office, Room 117, Administration Building.

BSU processes Direct Loan applications throughout the year. If you are awarded a Direct Loan, you must attend a debt management workshop before you can receive a check. Also, the Direct Loan commits you to participating in an exit interview when you graduate or withdraw from the university.

You are expected to begin repaying the loan six months after graduation or six months after you have dropped below five credit hours. Table 8, below, shows estimated repayment schedules for typical Direct Loans. Your actual debt and repayment plan may not match any of these examples; they are presented here merely to show typical loan amounts and repayment plans.

Table 8. Estimated Repayment Schedule for Federal Direct Loans (based on 8% interest rate)

<table>
<thead>
<tr>
<th>Loan Amount</th>
<th>Number of Payments</th>
<th>Amount of Payments</th>
<th>Total Interest</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,500.00</td>
<td>60</td>
<td>$50.70*</td>
<td>$541.46</td>
<td>$3,041.46</td>
</tr>
<tr>
<td>5,000.00</td>
<td>60</td>
<td>101.39*</td>
<td>1,082.92</td>
<td>6,082.92</td>
</tr>
<tr>
<td>10,000.00</td>
<td>120</td>
<td>121.67*</td>
<td>4,449.31</td>
<td>14,559.31</td>
</tr>
<tr>
<td>12,500.00</td>
<td>120</td>
<td>151.67*</td>
<td>5,699.14</td>
<td>18,199.14</td>
</tr>
<tr>
<td>25,000.00</td>
<td>120</td>
<td>303.33*</td>
<td>11,398.28</td>
<td>36,398.28</td>
</tr>
</tbody>
</table>

*Final payment will be slightly less. Figures provided by the Student Loan Fund of Idaho.

Federal Work Study Program (FWS)
This program gives undergraduate and graduate students the opportunity to earn money to pay for a portion of their educational expenses. Checks are paid directly to the student, who is responsible for paying outstanding debts. FWS aid is awarded to selected undergraduate and graduate students who show financial need.

Atwell J. Perry College Work Study Program
This work-study program operates much like the Federal Work Study Program, giving undergraduate and graduate students the opportunity to earn money to pay for a portion of their educational expenses. Only Idaho residents are eligible.

Waivers of Nonresident Tuition
These waivers are available to a limited number of undergraduate and graduate students. You must be considered an out-of-state resident for tuition purposes, have good academic records, and show financial need.

BSU Student Employment Program
This program has limited funds available for undergraduate and graduate students who wish to work to pay a portion of their educational expenses. To be eligible, you must be unable to qualify for work study. All employment opportunities are listed on the Internet at www2.boisestate.edu/seojobs. Passwords are available from the Student Employment Office, Administration Building, Room 118.

Scholarships
BSU awards a variety of scholarships, some based on academic achievement, others based on special skills or on financial need. Boise State University Scholarships, produced by the Financial Aid Office, lists all of the scholarships available at BSU. If you're interested in any of these scholarships, complete the BSU Application for Scholarship and send it to the Financial Aid Office by February 1. Some need-based scholarships require that you submit the FAFSA, as well. If so, submit the FAFSA to the processor, as directed on the form, no later than January 15 to ensure that BSU receives it by February 1. You can obtain the brochure, the application, and the FAFSA from the Financial Aid Office, Room 117, Administration Building.
computerized national scholarship search database is available for student use in the Financial Aid Office.

**Short-Term Loans**

One short-term loan is available each year to students with a minimum GPA of 2.00 who experience an emergency during an academic term. Recipients are expected to repay the loan within 90 days.

**Financial Aid for the Summer Session**

The university has limited financial aid available for the summer session. If you need financial aid for the summer session, consult with the Financial Aid Office as soon as the summer Directory of Classes is available. Please note, also, that your FAFSA for the preceding year must be on file by May 1.

**Financial Aid for International Students**

In order to be granted student visas, international students must demonstrate that they have enough money for one calendar year of university attendance. If you encounter financial difficulties, contact the international-student advisor. The advisor's office is in the Foreign Students Admissions Office, Room 107, Administration Building.

**Disbursing Funds**

In May, the Financial Aid Office begins mailing award notices to scholarship recipients. Need-based aid, such as loans and work-study money, is awarded as it is processed. During fall semester, if your registration fees are paid, a check for the remaining funds will be mailed to you about one week before the start of classes. During spring semester, you can pay your spring registration fees with previously awarded aid. The balance of your aid will be mailed to you about one week before the start of classes, if your registration fees are paid. Other checks will be mailed about two weeks after the award letter is mailed. Checks may be mailed up until two weeks after the close of classes. Direct deposit to your bank account is also available.

**Change in Enrollment Status**

Some financial aid obligates you to remain enrolled for a certain number of credits (usually at least five credits) throughout the semester. If you fall below that number, you may have to pay back some or all of the financial aid you received. Likewise, if you withdraw from BSU after receiving financial aid, you may have to pay back some or all of that financial aid. The amount you pay back is determined by the Financial Aid Office based on federal law. You will be notified in writing if a repayment is required. No repayment is required if you withdraw after the tenth week, though the change may affect your ability to maintain reasonable academic progress.

**Reasonable Academic Progress**

Students applying for or receiving financial aid must make reasonable academic progress at the university. Your academic progress is considered reasonable if you:

- enroll for the purpose of obtaining a degree or certificate (you must be admitted by the Graduate College as well as your specific program)
- maintain good academic standing (that is, you cannot be on probation or fail required courses in your discipline)
- complete your degree requirements within the maximum time allowed, which for purposes of determining reasonable academic progress is attempting 150% of the credit hours needed for the degree
- pass 75% of the credit hours attempted each year

**Credit Information and Requirements**

In general, you must be enrolled in a minimum of five credits per semester to be eligible for financial aid under the policy of reasonable academic progress. The following can be used to establish that you are making reasonable academic progress:

- completion of 75% of the credits attempted for the year
- completion of the degree prior to attempting 150% of the required credit hours

The following cannot be used to establish that you are making reasonable academic progress:

- credits for courses in which you receive a grade of F
- credits for courses in which you have an incomplete
- course withdrawals and complete withdrawals after the tenth day of classes
- audits

**Reasonable Academic Progress Review**

The university reviews all financial aid files annually. If you are not making reasonable academic progress (as defined by this policy) you will be ineligible for financial aid until you are once again making reasonable academic progress.

**Appeals**

If the university declares you ineligible for failing to make reasonable academic progress, you have the right to file a written appeal for temporary exemption from this policy. In filing an appeal, you must document any extenuating circumstances that prevented you from making reasonable academic progress. If your appeal is granted, the exemption from this policy will remain in effect for only a short time, usually no longer than one semester. Appeal forms may be obtained from the Financial Aid Office. Appeals may be submitted up to the tenth week of the semester but will not be considered thereafter. Finally, you cannot file an appeal in one semester for an action brought about in the previous semester.

**Reinstatement**

Before reinstating your financial-aid eligibility, the university must certify that you are now making reasonable academic progress. At the very least, you must no longer be on academic probation and you must have no credit deficiencies.
Student Housing

Request applications from:
New Student Information Center
Student Union, Northeast Entrance
Boise State University
1910 University Drive, Boise, ID 83725
Telephone 208 426-1920
FAX 208 426-4253
http://bsuinfo@boisestate.edu

Return completed applications and security deposits to:
Payment and Disbursement Center
Room 211, Administration Building
Boise State University
1910 University Drive, Boise, ID 83725
Telephone 208 426-1212

Student Housing

Housing On Campus and Elsewhere

BSU student housing consists of four residence halls located on campus and five apartment complexes within walking distance from campus. This section of the catalog contains brief descriptions of the student housing available through the Office of Student Housing. In addition, this section generally describes some of the policies and procedures of student housing and provides cost information for:

- room and meal plan options for the residence halls
- rental rates of university apartments for married and single students and students with families

Finally, this section notes the assistance BSU provides to students seeking off-campus housing.

NOTE: If you wish to live in university housing while attending BSU, you must submit at least two applications: one for housing and another for admission to the Graduate College. If you apply for housing, the Office of Student Housing may accept your application for housing, process the application, and accept payment from you for housing. However, none of those actions constitutes acceptance or approval of your application for admission to the Graduate College. Likewise, being accepted for admission into the Graduate College does not mean that your application for housing has been accepted and approved.

University Residence Halls

Altogether, the four on-campus residence halls accommodate more than 880 students. Of those students, most are undergraduate students living in Chaffee Hall or J. B. Barnes Towers.

Chaffee Hall is divided into three separate 3-story units, one of which provides semi-private bathrooms; enclosed corridors connect the units to a common area containing a lounge, office, and recreational facility. Each floor has a small informal lounge, study room, bathrooms, and laundry facilities. Chaffee Hall, which also houses one of the university's computer labs, accommodates 429 residents.

J.B. Barnes Towers consists of six residential floors: the bottom two floors are men-only, the top two floors are women-only, and the two floors in between are coed. The carpeted and air-conditioned residence hall is equipped with study lounges, laundry facilities, and a computer lab. Four students occupy each room; each room has its own bathroom. This hall accommodates 300 residents.

Coed Driscoll Hall and its coed neighbor, Morrison Hall, are nearly identical in design: each hall contains 54 single and 13 double rooms, arranged into suites housing 7 to 10 students. Applicants requesting housing in Morrison Hall must be 21 years of age or older. Perhaps because of this policy, Morrison Hall has become the residence hall preferred by graduate students living on campus.

Cost Information

If the Office of Student Housing accepts your application for housing in one of the residence halls, your contract covers room and board for one academic year, as well as the costs of local telephone service, hookup to cable TV, and state sales tax. Housing prices also include a nonrefundable fee of $25.00 to cover the expense of programs and special events held in the residence halls. Table 9, below, lists prices for housing in the residence halls, along with the meal options available.

NOTE: Students frequently ask about reduced rates for housing without a meal option. Unfortunately, the economics of on-campus housing require BSU to base its charges on both room and board. If you apply for on-campus housing, you must select one of the six meal options shown in Table 9.
Please note that Table 9 defines options 1, 2, and 3 in terms of "meals per week." When you pay your bill for housing, you pay for the meals specified in the option you've selected. However, at the end of the year the university cannot give you a refund for any meals you paid for but did not eat. Likewise, the university cannot give you a refund at the end of a week for any meals you didn't eat, nor can you carry over uneaten meals from one week to the next.

NOTE: All room and board prices and other charges are subject to change at any time by the State Board of Education, acting as Trustees for Boise State University.

Rules and Regulations
Together, this catalog and its counterpart for undergraduates, the Boise State University Catalog, establish many of the rules and regulations governing all students. In addition to the Catalog, rules and regulations are defined in the BSU Student Handbook, the Residence Hall Contract, and the Residence Hall Handbook. Housing contracts issued by the Office of Student Housing incorporate all of these rules and regulations, by reference.

Housing Preferences
If your application for housing is accepted, BSU will assign you to a particular room in one of the four residence halls. In doing so, BSU will make every effort to accommodate the preferences you've indicated on the application. However, priority is given to returning students over new, and to the earliest application out of all applications received (based on the date we receive the application and the date we receive the deposit). If you have a roommate preference, the two of you should arrange for your applications to arrive at about the same time, so you'll be about equal in priority. In any event, you should apply for housing as soon as possible, so that you can better your chances of receiving the accommodations you prefer. Finally, please note that the preferences indicated on a housing contract are not themselves contractually binding, though they will be honored whenever possible.

For more information on student housing, contact the office of Student Housing, Room 214, Administration Building, Boise State University, 1910 University Drive, Boise, ID 83725; or telephone at 208 426-3966, FAX 208 426-3305. The internet address is: http://bsuhousing.boisestate.edu/srh/housing.html.

University Apartments
Married and single students may apply to rent apartments in one of the complexes operated by BSU: University Courts, University Heights, University Manor, University Village, or University Park. Approximately 800 apartments are available, all within walking distance from the campus.

University Courts consists of one-bedroom units (small and large); two-bedroom units (small and large); and three-bedroom units, all of them carpeted and equipped with stoves and refrigerators. Coin-operated laundry facilities are located on site, and all utilities except electricity are provided.

University Heights and University Manor consist of one-bedroom and two-bedroom apartments, carpeted and equipped with stoves and refrigerators. Coin-operated laundry facilities are located on site, and all utilities except electricity are provided.

University Park consists of two-bedroom and three-bedroom units, partially carpeted and equipped with stoves, refrigerators, and disposals. Coin-operated laundry facilities are located on site, and all utilities except electricity are provided.

There is also one furnished, 5 bedroom, 2 bathroom graduate apartment. Each resident has their own private bedroom and shares the kitchen, living room, and bathrooms. All utilities are included in this unit.

University Village consists of two-bedroom apartments, carpeted and equipped with stoves, refrigerators, dishwashers, disposals, and also have central heating and cooling systems. Coin-operated laundry facilities are located on site, and all utilities except electricity and gas are provided.

Eligibility
All BSU apartments are reserved for full-time students, taking eight credits or more. Students without children are allowed to rent apartments if they are not needed by student families. Housing is awarded based on the date your application is received and priority is given to married students or those with children.
Cost Information

Table 10 contains 1999-2000 monthly rental rates for units in the five apartment complexes operated by BSU.

<table>
<thead>
<tr>
<th>Table 10.</th>
<th>Monthly Rental Rates for University Apartments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rental Rates Per Month (1999-2000 Prices):</td>
<td></td>
</tr>
<tr>
<td>University Courts</td>
<td></td>
</tr>
<tr>
<td>Small One Bedroom</td>
<td>$356.00</td>
</tr>
<tr>
<td>Large One Bedroom</td>
<td>$419.00</td>
</tr>
<tr>
<td>Small Two Bedroom</td>
<td>$435.00</td>
</tr>
<tr>
<td>Large Two Bedroom</td>
<td>$472.00</td>
</tr>
<tr>
<td>Three Bedroom</td>
<td>$516.00</td>
</tr>
<tr>
<td>University Heights</td>
<td></td>
</tr>
<tr>
<td>One Bedroom</td>
<td>$410.00</td>
</tr>
<tr>
<td>Two Bedroom</td>
<td>$445.00</td>
</tr>
<tr>
<td>University Manor</td>
<td></td>
</tr>
<tr>
<td>One Bedroom</td>
<td>$410.00</td>
</tr>
<tr>
<td>Two Bedroom</td>
<td>$445.00</td>
</tr>
<tr>
<td>University Park</td>
<td></td>
</tr>
<tr>
<td>Two Bedroom</td>
<td>$450.00</td>
</tr>
<tr>
<td>Three Bedroom</td>
<td>$482.00</td>
</tr>
<tr>
<td>Graduate Unit</td>
<td>$250.00</td>
</tr>
<tr>
<td>University Village</td>
<td></td>
</tr>
<tr>
<td>Two Bedroom</td>
<td>$490.00</td>
</tr>
</tbody>
</table>

NOTE: All rental rates and other charges are subject to change at any time by the State Board of Education, acting as Trustees for Boise State University.

Applying to Rent an Apartment

To apply, request an application form from the Office of Student Housing, Room 214, Administration Building, Boise State University, Boise, ID 83725. After completing the application, return it to the Payment and Disbursement Center, along with a check or money order for $50.00. If your application is accepted, BSU will apply the $50.00 toward your damage deposit, partially refundable when you move from the apartment.

BSU will notify you when an apartment is ready. When you move in, you must sign a lease that requires you to rent the apartment until the end of the month after the month in which you move into the apartment. Finally, you must pay a security deposit of $250.00 (minus the $50.00 you enclosed with your application).

When you move out of the apartment, BSU refunds the balance of your damage deposit minus a $25.00 processing fee. If damage is present, some or all of your deposit may be applied to the cost of repairing the damage.

Off-Campus Student Housing

To assist students in locating off-campus housing, the Office of Student Housing maintains lists of houses and apartments available for rent or lease from private parties. The University does not inspect any of the listed property, and it does not verify the accuracy of the listings. Therefore, we can assume no responsibility for the consequences of using these lists to locate suitable housing; that responsibility lies solely with the student. In any event, the University recommends that you put in writing any agreement you reach with a landlord or property owner, specifying the obligations and expectations of each party.

Fair-Housing Notice

Boise State University is an equal-opportunity institution and offers its living accommodations without regard to race, color, national origin, or handicap (as provided for in Title VI and Title IX and Sections 503 and 504 of the Rehabilitation Act of 1973). As a matter of policy, assignments to university housing facilities are made without reference to race, color, national origin, or handicap. Furthermore, BSU accepts listings of off-campus, privately-owned accommodations with the understanding that the accommodations are operated in a manner consistent with BSU policies on fair housing.
If you have questions about student services, contact:
The Vice President for Student Affairs
Administration Building, Room 208
Telephone 208 426-1418
FAX 208 426-3785
http://www.boisestate.edu:80/stuserv/

Directory of Student Services
Academic

The following services are available to students seeking assistance with academic matters, from improving their writing, reading, and study skills to planning for a career.

The Writing Center
At the Writing Center, you can receive free one-to-one consultation on your writing, in any subject. The center is open six days a week, with hours ranging from early morning to early evening. Summer hours may vary. BSU faculty, staff, and students may use the center at the times listed below, though summer hours may vary.
- Monday 8:30 a.m. to 2:30 p.m. and 3:40 p.m. to 7:30 p.m.
- Tuesday through Thursday 8:30 a.m. to 7:30 p.m.
- Friday 8:30 a.m. to 4:30 p.m.
- Saturday 10:00 a.m. to 4:00 p.m.

To make the best use of the Writing Center, please make an appointment ahead of time. During busy times in the semester, the appointment chart fills up two to three days in advance. Bring a draft of your paper and, if possible, a copy of the assignment. If you don’t have a full draft because you aren’t sure how to begin or how to complete it, the Writing Center can still help.

Writing Center, Room 220, Liberal Arts Building, (208) 426-1298

Test Preparation
Assisting students to prepare for graduate school is the focus of two short courses offered by BSU Continuing Education. The non-credit courses cover the following examinations:
- Graduate Records Exam (GRE)
- Graduate Management Admissions Test (GMAT)

Continuing Education, Room 104, Library, West Entrance, 208 426-3492

Career Center
The Career Center offers advising, career planning, and employment assistance to students and alumni. Among other services, the center assists students in identifying and making career choices. Available to students are two automated career-guidance systems—the Idaho Career Information System and SIGI PLUS—and a resource library of career-oriented publications. The center maintains placement files for graduating students and, upon request from students, forwards copies of the files to potential employers. For both graduating students and alumni, the center arranges campus interviews with employers from business, industry, government, school districts, and graduate schools.

Career Center, 2065 University Drive, 208 426-1747

Family and Health

The organizations listed below offer services related to family and health, from counseling and testing to child care and medical treatment.

University Children’s Center
Child care is provided for children of University students, faculty, and staff from 7:00 a.m. until 5:30 p.m. Monday through Friday during fall and spring semesters and a ten-week program during summer session. The Center is housed in two locations: one at the northeast side of the Pavilion and the other at 1830 Beacon Street, at the corner of Oakland Avenue. Children must be between the ages of six weeks and five years.

The Center, licensed by the City of Boise and accredited by the National Academy of Early Childhood Education, provides an educational development program for the total child with a staff of Professional Early Childhood Educators. Students from a number of academic and vocational departments carry out field placements and class observations during the academic year.

Children’s Center, NE side of BSU Pavilion and 1830 Beacon Street, 208 426-3979

Student Health Service
At no additional cost beyond the general fee paid at registration, full-time students may visit Student Health Service for outpatient medical care. Student Health Service is equipped to address more than 90% of the average student’s health-care needs, and will gladly make referrals when tests or procedures are beyond the scope of the clinic’s facilities and staffing. Directly across from Public Affairs/Arts West Building, the clinic is open from 8:30 a.m. to 4:30 p.m., Monday through Friday, whenever classes are in session.

Student Health Services, 2103 University Drive, Boise, ID 83725

Counseling and Testing Center
The center’s primary purpose is to help students become more effective in dealing with concerns that influence their pursuit of personal and academic goals. At no charge to students enrolled for six or more credit hours, the Counseling and Testing Center offers a wide range of services provided by staff psychologists, counselors, supervised counseling and social work interns, and
paraprofessionals. Services range from individual counseling and crisis intervention to workshops and seminars aimed at enhancing the overall learning environment at Boise State University.

In particular, the center assists students in resolving such matters as: interpersonal conflicts, test anxiety, stress-related problems, depression, marital and pre-marital difficulties, academic and career decision making, and personal social/emotional adjustment problems. The Center also administers many standardized tests, including CLEP, NTE, LSAT, GRE, GMAT, MAT and others.

To make an appointment, call between 8 a.m. and 5 p.m., Monday through Friday.

Counseling and Testing Center, Room 605, Education Building, 208 426-1601

Other Student Services

Listed below are a number of services and programs provided to students, staff, and faculty, including services offered by the Student Special Services Office, Foreign Student Admissions Office, the Women’s Center, and the Veterans Services Office.

Student Special Services Office

Located in the Administration Building, the Student Special Services Office provides a variety of services. The Office of Disability Services seeks to expand and develop university accommodations, thereby encouraging students with disabilities to pursue their educational objectives in the most equitable and independent manner possible. Among the services provided are:

• information and orientation to the university
• registration assistance, interpreter services, and note-taker services
• accessible testing accommodations

In addition, a limited amount of equipment is available for temporary use by disabled students, including a TTY, tape recorders, modified computer terminals, and FM hearing systems. Other equipment is available at the BSU Library, including a Vantage Eric-W, Braille typewriter, Braille dictionary, and voice activated readers.

Working through the Student Special Services Office, the BSU Minority Assistance Coordinator serves as an advocate in matters concerning student support programs and assists in developing additional services that encourage students to stay in school. A primary objective is to provide opportunities for interaction that promote awareness, understanding, and cooperation among students, faculty, staff, and the community, as well as to encourage appreciation for a diverse population.

The Student Special Services Office also has contact with student organizations as they develop, implement, and coordinate ethnic/diverse programs, working with various groups at different times but generally collaborating with the Organization of Students of African Decent, Organization de Estudiantes Latino-Americanos, Barrier Busters, and Native American Student Association.

Located in the Student Union Building Annex II, The Multi-Ethnic Center is a place where students can meet in a relaxed, friendly atmosphere, perhaps after stopping by to scan the bulletin board for notices of internships, cooperatives, scholarships, and local job opportunities. Operated through the Student Special Services Office, the Multi-Ethnic Center also provides a forum for workshops aimed at helping students learn the skills they need for a successful experience at BSU.

Student Special Services Office, Room 114, Administration Building 208 426-1583 / TTY 208 426-1454

International Students

The International Student Services Coordinator and the Assistant to the Dean of Admissions serve as advisors to all international students, assisting with immigration regulations, visas, academic advising, orientation, and registration.

NOTE: As soon as possible after arriving in Boise, new international students must report to the International Student Admissions Office, which serves as a central source of information for all registered international students.

International Student Admissions Office, Room 107, Administration Building, 208 426-1757

Women’s Center

Established as a “point of entry” where students’ concerns can be handled directly or referred to the appropriate university office or community agency, the Women’s Center provides support services and resources to enhance the quality of student life and promote academic success. Services include support groups, workshops, brown-bag lunches, a baby-sitting co-op, mentoring, a resource lending library, and information referrals. In addition, the center develops and promotes educational programming about the contributions, achievements, and concerns of women.

The Women’s Center, SUB Annex I, 1605 University Drive, 208 426-4259

Veterans Services

Located in the Administration Building, the Veterans Services Office provides counseling assistance to all of Idaho’s Armed Forces veterans, reservists, National Guard members and their dependents. Peer counselors assist student veterans with admission requirements, Veterans Administration Educational benefits, Reserve Educational programs, individual educational goals, and family and personal difficulties. Veteran tutorial and work-study programs are also coordinated through the Veterans Services Office.

Veterans Services Office, Room 111, Administration Building, 208 426-1679
Continuing Education

Dean: Joyce Harvey-Morgan
Boise State University
Division of Continuing Education
Offices in the BSU Library, West Entrance, Room 104
Telephone 208 426-3706
FAX 208 426-3467
http://www.boisestate.edu/conted/

Summer Session
A full complement of programs, courses, and services are offered through the Division of Continuing Education, including graduate, undergraduate, and non-credit programs in several time blocks during the summer: two 5-week sessions, an 8-week session, and a 10-week session. A variety of special workshops and conferences are also offered each summer. The BSU Summer Directory of Classes is available to students each April. For more information, call 208 426-1709.

Weekend University
Weekend University classes are offered on campus on Friday evenings, Saturdays, and Sunday afternoons. Courses are taught by BSU full-time and adjunct faculty. For more information, call 208 426-1709.

Evening Programs
The Division of Continuing Education coordinates the evening program on the BSU campus. Every college and most academic departments offer evening sections. Approximately 4,000 students attend BSU during the evening hours and courses are taught by BSU full-time and adjunct faculty.

Distance Education
Idaho Public Television Telecourses: You can take advantage of presentations by local and national experts and fulfill part of the class requirements by watching nationally produced videos on your Idaho Public Television Public Broadcast Service channel. BSU instructors add their expertise to the video lectures in the on-campus portion of the class. These college-level courses combine televised lectures, textbook readings, and on-campus sessions or labs to enhance your learning experience. Requirements: To take one of these courses you are responsible for 1) attending classes on campus as noted in the BSU Directory of Classes, 2) watching or taping one hour of a scheduled, televised video each week, 3) completing all course requirements per the instructor’s directions. Each week’s video is aired one time on Saturday at a time to be announced. If you wish, you may tape the video and watch it at a more convenient time. For more information, call 208 426-1709.

Radio Classroom: These Radio Classroom courses are offered live, creating a virtual classroom in your home! The format combines a teleconference-type setting with a radio talk show format allowing you to talk with instructors during class with your telephone. In addition, BSU instructors can connect with experts from anywhere in the world! Students can access this course, which is “piggy-backed” onto the signal of the regular BSU Radio broadcast, with a special receiver. Students with computers using Real Player software (available free) can listen to the course on the Internet. Students use their phones to call in and ask questions or to respond to questions posed by the instructor.

Knowledge Network and Cable Television: Using one-way video and two-way audio, BSU faculty broadcast live, interactive classes throughout the Treasure Valley to such receiving locations as the BSU Canyon County Campus, Mountain Home Air Force Base, Gowen Field, the Ada Community Library, and several hospitals and corporations in the Treasure Valley. At these locations, students view the broadcast on monitors and talk with the on-campus class through an open phone line. In addition, WBS Cable subscribers can access these courses in their homes. For more information, call 208 426-1709.

Computer Conferencing: Master of Science in Instructional & Performance Technology (Distance Option)—Qualified candidates may now earn a Master of Science degree in a unique, nonresidential course of study, one that uses modern communication technologies (Internet, computer conferencing, etc.) to deliver time- and location-flexible instruction to students thousand of miles from campus. Most students involved with the program are preparing for careers in instructional design, job-performance improvement, human resources, training, and training management. For more information, call 208 426-4457 or 208 426-1312.

Internet Courses: Utilizing the Internet as the means for delivering course content, students can participate in these courses 24 hours per day, 7 days per week - literally from anywhere in the world that has Internet access. Computers open up a new variety of educational opportunities to individuals who are unable to attend traditional courses because of family, work, and/or physical limitations. For more information, call 208 426-1709.

Distance Learning Network-Compressed Video: Using two-way video and two-way audio, BSU faculty broadcast live, interactive classes to the BSU Canyon County Center and ten rural Idaho high schools. These high schools are located in the following communities: Council, Caldwell, Emmett, Homedale, Melba, Mountain Home, Parma, Weiser, and Nampa. At these locations, students view the broadcast on monitors and talk with the on-campus class through open phone lines. For more information, call 208 426-1709.
Continuing Education

In-Service Program for Teachers
Meeting the needs of educators in the 10 southwest counties of Idaho, BSU’s In-Service Program enables teachers to earn the credits required for recertification and salary advances. The program coordinator works closely with regional school districts, the Idaho State Department of Education, and the BSU College of Education to ensure that all course requests meet accreditation guidelines established by the Northwest Association, Commission of Colleges. Most of the in-service classes are conducted off campus, frequently outside of Boise. For more information, call 208 426-3191.

Note: Normally, credits earned for in-service workshops cannot be applied to a graduate degree. This restriction does not apply to in-service courses for which full fees are paid.

Corporate Relations Program
Established by BSU’s Division of Continuing Education in response to the needs of local corporations, the Corporate Relations Program provides a variety of services for local corporations, including educational programming, and on-site courses. For more information, call 208 426-1689.

Continuing Education Units (CEUs)
A Continuing Education Unit (CEU) is a nationally standardized unit documenting participation in noncredit programs, courses, or workshops. The Division of Continuing Education approves and transcribes CEUs, which can be provided to employers as verification that you have completed a course in which CEUs were granted. CEUs cannot be converted to academic credit. For more information, call 208 426-3492.

International Programs
Academic opportunities in a variety of countries are offered through BSU International Programs. Students and faculty may spend a semester, year, or summer in England, Scotland, Denmark, Spain, France, Germany, Malta, Israel, Italy, Canada, Thailand, Chile, Costa Rica, Mexico, Australia and New Zealand.

Staying in local homes, studying a balanced curriculum, and participating in program excursions creates a rich cultural and academic experience for BSU students, who receive BSU credit for studies in these programs. In addition, several short-term study tours to locations in Europe, the United States, and Asia are offered at various times of the year. For more information about International Programs, call 208 426-3652. For more information about study tours, call 208 426-3295.

Off-Campus Centers
At several locations in southwest Idaho, the Division of Continuing Education offers a wide range of academic courses, primarily in the evening. Advising, registration, book sales, and library services are available at the off-campus centers, and most locations serve as receiving sites for Knowledge Network classes broadcast from the Boise campus. The off-campus locations are:

BSU Canyon County Campus
2407 Caldwell Boulevard, Nampa, ID 83651
208 467-5707 or 208 426-4701

Capital High School
8055 Goddard Road, Boise, ID 83704
208 426-1709

Southwest Boise Campus
Gowen Field, Boise, ID 83709
208 422-3758 or 208 426-3293

Mountain Home Air Force Base
Mountain Home, ID 83648-5115
208 828-6746 or 208 426-1709

Magic Valley/Twin Falls Campus of Southern Idaho
Twin Falls, ID 83301
208 733-2611 or 733-9554, extension 2284
Master of Science in Accountancy

Graduate Programs

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 also 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.

Students are asked to subscribe to a listserv during their first semester of study.

Application and Admission Requirements
Application for admission, fees, and transcripts should be sent to the Graduate Admissions Office, Room H1, Math/Geosciences Building, Boise State University, 1910 University Drive, Boise, ID 83725. All other materials should be sent to the Business Graduate Studies Office, B117.

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 ACCT 302, Survey of Federal Income Taxation. Copies of official transcripts are 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 August. 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
**Master of Science in Accountancy**

Applications should 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 587/240 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 statement (maximum 2 pages, double spaced) discussing one of the following:
   - 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?
   - 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.

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

**Degree Requirements**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>The MSA degree requires a minimum of 30 hours. Up to six hours of undergraduate &quot;G&quot; courses may be included in meeting that requirement.</td>
<td></td>
</tr>
<tr>
<td><strong>Required Courses:</strong></td>
<td></td>
</tr>
<tr>
<td>ACCT 502 Advanced Tax Topics ................</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 505 Perspectives in Auditing ...........</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 510 Advanced Financial Reporting ......</td>
<td>3</td>
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<tr>
<td>ACCT 512 Financial Reporting Theory ..........</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 515 Contemporary Issues in Accounting</td>
<td>3</td>
</tr>
<tr>
<td><strong>Non-Accountancy Electives:</strong></td>
<td></td>
</tr>
<tr>
<td>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 MBA 532).</td>
<td></td>
</tr>
<tr>
<td><strong>Elective Courses:</strong></td>
<td></td>
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</table>

**Master of Science in Accountancy (continued)**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 517 Environ Accounting and Taxation ...</td>
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<tr>
<td>ACCT 533 Corporate Tax Law I ...............</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 535 Estate &amp; Gift Taxation ............</td>
<td>3</td>
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<tr>
<td>ACCT 545 Real Estate Tax Law ...............</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 555 Farm &amp; Natural Resource Taxation ..</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 560 Income Taxation of Trusts &amp; Estates</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 565 Deferred Compensation Taxation ......</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 570 State Taxation &amp; Procedures .......</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 575 International Taxation ............</td>
<td>3</td>
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<td>Elective chosen from non-accountancy graduate or undergraduate G courses.</td>
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<tr>
<td><strong>Total</strong></td>
<td>30</td>
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</table>

**Master of Science in Accountancy, Taxation**

- The MSA degree requires a minimum of 30 hours.
- Up to six hours of undergraduate "G" courses may be included in meeting that requirement.

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

**Elective Courses:**
- ACCT 570 State Taxation & Procedures ....| 3       |
- ACCT 575 International Taxation ..........| 3       |
- Elective chosen from non-accountancy graduate or undergraduate G courses. | 9       |
Course Offerings

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

ACCT — ACCOUNTANCY

ACCT 450G INFORMATION SYSTEMS AUDITING (3-0-3). Theory and application of auditing in a computerized accounting system environment. Course coverage emphasizes the standards by which information systems auditors should perform. Those standards address the evaluation of computer security, program development, program modification, computer processing, and source data controls. Current issues in auditing are addressed. Hands-on projects focusing on the review of security and the use of computer-assisted audit tools are utilized. PREREQ: ACCT 350, ACCT 405.

ACCT 451G MANAGERIAL ACCOUNTING (3-0-3). Development and use of cost information for strategic cost management is emphasized. The uses of accounting information for management planning, production, and control decisions are covered. Examples include operations and capital budgeting, computer applications, and an in-depth application of cost accounting concepts. Emphasis is placed on the understanding and use of current cost management techniques. PREREQ: ACCT 351 and OPMGT 345.

ACCT 502 ADVANCED TAX TOPICS (3-0-3). Theory and application of federal income taxation to corporations, partnerships, limited liability companies, S corporations, fiduciaries, and tax-exempt organizations. Specific topics include the tax effects of forming and operating these various entities. The course includes an introduction to estate and gift taxation, the tax consequences of international transactions, and tax research techniques.

ACCT 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.

ACCT 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: ACCT 306.

ACCT 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.

ACCT 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.

ACCT 516 FINANCIAL STATEMENT ANALYSIS (3-0-3). 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.

ACCT 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.

ACCT 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.

ACCT 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.

ACCT 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.

ACCT 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.

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

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

ACCT 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.

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

ACCT 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.

ACCT 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.

ACCT 570 STATE TAXATION AND PROCEDURES (3-0-3). State income tax issues, sales and use taxes, state and federal income tax procedures.
Master of Science in Accountancy

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

ACCT 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.

ACCT 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.

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

Master of Arts in Art

Department of Art
Public Affairs/Art West Building, Room 116A
Liberal Arts Building, Room 252
Telephone 208 426-4070 or 426-3183
e-mail: hcollier@boisestate.edu or creagle@boisestate.edu

Graduate Programs Director and Visual Arts Coordinator: George Roberts
Art Education Graduate Coordinator: Heather Hanlon
Department Chair: Gary Rosine
Full Graduate Faculty: Bill Benson, Jim Blankenship, Don Douglass, Heather Hanlon, George Roberts, Gary Rosine, Cheryl Shertleff-Young, Brent Smith, John Tave, Ron Taylor, Richard Young
Associate Graduate Faculty: Stephanie Bacon, James Budde, Felix Heap, Karen Kosasa, Lee Ann Turner
Adjunct Graduate Faculty: Gaye Hoopes

General Information

The Master's Degree in Art is designed to meet the needs of specialists in art education or visual arts.

- While the focus of the art education program and the required core classes are on the teaching, analyzing, and evaluating of the arts, art education majors can also select a studio or an art history area for their emphasis.
- The visual arts emphasis is designed to engage the student in both theory and practice of their elected discipline.

Application and Admission Requirements

Following admission to BSU through the Graduate Admissions Office, the following will be submitted to the Art Department M.A. Graduate Admissions Committee:

A. A statement of the student's professional objectives and philosophy of art and how these will be furthered by graduate study;
B. Recommendations from three art educators or professional persons who are acquainted with the student's academic and artistic qualifications to pursue graduate study; and
C. A minimum of twenty (20) slides or portfolio of recent art work.

D. Official transcripts from all institutions previously attended.
In addition, art education students must submit:
E. An example of academic or professional writing; and
F. Evidence of any public or private teaching experience(s).

The M.A. Graduate Admissions Committee of the Department of Art will recommend or deny the student's application to the Chair of the Department and the Dean of the Graduate College. The Dean will then notify the student of the results of the application.

Degree Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Master of Arts in Art</td>
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<tr>
<td>Art Education</td>
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<tr>
<td>Required Courses:</td>
<td></td>
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<tr>
<td>ART 501 The Fine Arts: Analysis and Appreciation in the Educational Program</td>
<td>3</td>
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<tr>
<td>ART 551 Curriculum Development and Assessment in Art Education</td>
<td>3</td>
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<td>Education Graduate Core courses</td>
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<tr>
<td>ART 593 Thesis</td>
<td>6</td>
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<td>Electives</td>
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<tr>
<td>Master of Arts in Art</td>
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<tr>
<td>Visual Art</td>
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<tr>
<td>Required Courses:</td>
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<td>Art History courses</td>
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<tr>
<td>ART 593 Thesis</td>
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<tr>
<td>ART 598 Seminar in Art</td>
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<tr>
<td>Electives in studio emphasis</td>
<td>15</td>
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<td>Total</td>
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</table>

Course Offerings

ART — ART
ART 501 THE FINE ARTS: ANALYSIS AND APPRECIATION IN THE EDUCATIONAL PROGRAM (3-0-3) (S Alternate Years). 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.

ART 521 TEACHING THROUGH EXPERIMENTAL ART MEDIA (0-6-3) (SU). Varied and unique experimental art media 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
ART 551 CURRICULUM DEVELOPMENT AND ASSESSMENT IN ART EDUCATION (3-0-3)(F Alternate Years). Designed for those teaching or planning to teach art at any level, this course includes the history and rationale of American art curricula K-12, the development and presentation of a selected, viable curriculum in a specific area, and the use of curriculum planning techniques appropriate in current educational settings. PREREQ: Graduate status or PERM/INST.

ART 578-589 SERIES SELECTED TOPICS (V-0-V). Media specific studio courses taught by the graduate faculty. Students will have an opportunity to have their art work analyzed and critiqued by practicing fine art professionals. PREREQ: The following courses are reserved for matriculated graduate MA and MFA art students. Exceptions may be allowed by special permission of the course instructor and the coordinator of the program.

ART 578 SELECTED TOPICS - ART EDUCATION
ART 579 SELECTED TOPICS - COMPUTER GRAPHICS
ART 580 SELECTED TOPICS - DRAWING
ART 581 SELECTED TOPICS - PAINTING
ART 582 SELECTED TOPICS - CRAFTS
ART 583 SELECTED TOPICS - SCULPTURE
ART 584 SELECTED TOPICS - PHOTOGRAPHY
ART 585 SELECTED TOPICS - CERAMICS
ART 586 SELECTED TOPICS - PRINTMAKING
ART 587 SELECTED TOPICS - DESIGN
ART 588 SELECTED TOPICS - ILLUSTRATION
ART 589 SELECTED TOPICS - ART HISTORY

ART 590 PRACTICUM/INTERNSHIP (3-0-3). This course is designed primarily for students intending to teach at the college level. Assisting in the preparation and teaching of one or more studio courses; minimum of six contact hours per week required. PREREQ: Consent of instructor and Graduate Program Coordinator.

ART 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.

ART 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.

ART 594 WORKSHOP (1-3 credits)
ART 595 READING AND CONFERENCE (1-2 credits)
ART 596 DIRECTED RESEARCH (1-3 credits)
ART 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 Art 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.

ART 501G 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.

ART 502G 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.

ART 505G 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 ART 105 and ART 106 prior to ART 305.

ART 507G 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: ART 211, and ART 222.

ART 509G STUDIO IN PRINTMAKING (0-6-3)(F/S). Advanced printmaking techniques and media. May be repeated once for credit. PREREQ: ART 209.

ART 511G INTERMEDIATE DRAWING (0-6-3)(F,S). Continuation of concepts introduced in ART 112, with an emphasis on creative and experimental approaches to content, technique and composition. May be repeated for credit. PREREQ: ART 211.

ART 512G 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: ART 211.

ART 515G 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 ideas. Oil, acrylic or other media. May be repeated once for credit. Admission by portfolio review the semester prior to enrollment. PREREQ: ART 217 or ART 219 or PERM/INST.

ART 517G 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: ART 217 and ART 315 or PERM/INST.

ART 519G 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: ART 219 and ART 315 or PERM/INST.

ART 521G ELEMENTARY SCHOOL ART METHODS (3-1-3). Prepares future elementary and special education teachers in awareness, skills, theories and practices in K-8 art education. Child growth and development, curriculum selection and planning.
classroom management and assessment strategies and basic historical aesthetic learning methods will be addressed. Students will demonstrate technical and artistic skills and mastery with K-8 art materials and will design, teach and assess art lessons. Optional lab hours available. Materials fee. PREREQ: Upper division standing.

ART 322G ELEMENTARY SCHOOL ART METHODS FOR ART EDUCATION MAJORS (3-2-4) (S). Prepares future art education teachers in awareness, skills, theories, and practices in K-8 art education. Child growth and development, curriculum selection and planning, classroom management and assessment strategies, and basic historical and aesthetic learning methods will be addressed. Students will use their 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 are required. Additional lab hours available. Materials fee. Graduate students will assume supervisory/leadership roles as appropriate. PREREQ: Art education major; upper division standing.

ART 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: ART 225 or ART 226 or PERM/INST.

ART 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: ART 225 or ART 226 or PERM/INST.

ART 331G STUDIO IN SCULPTURE (1-4-3) (F/S). Advanced study in the materials and methods of the sculptor with emphasis upon welded steel and metal casting. Advisable to take ART 231 and ART 232 prior to ART 331. May be repeated once for credit.

ART 333G COMPUTER I: TEXT AND IMAGE (2-4-4) (F/S). Familiarizes the student with current software relevant to the profession of Graphic Design. Emphasis will be given to the role of the Macintosh in print media. PREREQ: PERM/INST.


ART 336G GREEK ART (3-0-3) (F/S) (Alternate Years). A survey of the art and architecture of ancient Greece, from the Iron Age through the Hellenistic Period (1103-33 BC), with emphasis on the artistic achievements of Classical Athens. Recommended: ART 201.

ART 337G ARCT OF ANCIENT ITALY (3-0-3) (F/S) (Alternate Years). A survey of the art and architecture of ancient Italy from the time of the Etruscans through the Roman Republic and Imperial Periods (700 BC-330 AD), with emphasis on the artistic achievements of the Roman Empire. Recommended: ART 201.

ART 338G MEDIEVAL ART (3-0-3) (F/S) (Alternate Years). A survey of the art and architecture of the Medieval world (5th-15th centuries AD) including Byzantine Greece and Turkey; the Islamic Near East and Spain; and Europe from the time of the migrations through the Carolingian, Ottonian, Romanesque, and Gothic periods. Recommended: ART 201.

ART 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 ART 251 prior to ART 341.

ART 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: ART 251 or PERM/INST.

ART 346G PHOTOGRAPHY: ZONE SYSTEM (2-4-3) (F) (Offered odd-numbered years). 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: ART 251 or PERM/INST.

ART 351G SECONDARY SCHOOL ART METHODS (3-2-4) (F). For students expecting to teach art 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.

ART 352G ART OF CHINA (3-0-3) (F/S) (Alternate Years). A survey of the art and architecture of China from the earliest times to the end of the Ch'ing Dynasty. Emphasis will be placed on the relationship of Chinese art to native and foreign philosophies and religions.

ART 354G NORTHERN RENAISSANCE ART (3-0-3) (F/S) (Alternate Years). An examination of painting, sculpture, architecture, and decorative arts of the Netherlands, France, England, and Germany from 1400-1550 and the role these arts played in the culture that produced them. Recommended: ART 102.

ART 355G ITALIAN RENAISSANCE ART (F/S) (Alternate Years). A survey of the key artistic monuments in Renaissance Italy (1200-1600 AD), from the work of Cimabue to that of Caravaggio. Recommended: ART 202.

ART 356G ART OF INDIA (3-0-3) (F/S) (Alternate Years). A survey of the art and architecture of India from the earliest times until the end of the Moghal period, emphasizing artistic expression as a reflection of the general culture and religion.

ART 357G ART OF JAPAN (3-0-3) (F/S) (Alternate Years). A survey of the traditional arts of Japan from the earliest times until the first influences of Western culture, including painting, sculpture, architecture, calligraphy, prints, and ceramics.

ART 358G HISTORY OF FAR EASTERN ART (3-0-3) (F/S) (Alternate Years). A survey of the arts of India, China, Korea, Japan, Tibet and Southeast Asia, as they developed from the earliest times until the first influences of Western culture.

ART 359G PRE-COLUMBIAN ART (3-0-3) (F/S) (Alternate Years). A survey of the Middle American art of the Olmecs, Nayarit, Colima, Maya, Teotihuacan, Zapotecs, Toltecs, and Aztecs from ancient times until the arrival of the Spanish in the 16th century.

ART 361G ILLUSTRATION I (0-6-3) (F). Survey of historical and contemporary illustration materials, techniques and styles. Focus on Creative Communicative solutions to visual problems. PREREQ: ART 105, ART 106 and ART 112.

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

ART 365G BAROQUE ART (3-0-3) (F/S) (Alternate Years). A survey of European visual culture during the last sixteenth and seventeenth centuries. Emphasis will be placed on the relationship of the arts to such concurrent events as the exploration and expansion into the New World, urban growth, the development of nation-states, and religious controversy. Recommended: ART 202.

ART 366G EIGHTEENCENTURY ART (3-0-3) (F/S) (Alternate Years). A survey of the art of the Enlightenment from the time of Louis XIV through the Napoleonic Wars. Emphasis will be
placed on the relationship between eighteenth century visual culture and developments in science, philosophy, and the changing political and social ideologies of the newly industrial nations of Europe and North America. Recommended: ART 102.


ART 409G STUDIO IN PRINTMAKING (0-6-3)(F/S). Individual projects in printmaking. May be repeated for credit. PREREQ: ART 309.

ART 411G ADVANCED DRAWING STUDIO (0-6-3)(F/S). Individual problems in drawing. Model fee. May be repeated for credit. PREREQ: ART 311 or ART 312.

ART 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: ART 315.

ART 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: ART 317 or PERM/INST.

ART 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: ART 221, ART 222, ART 307.

ART 429G 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: ART 319 or PERM/INST.

ART 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 ART 325 and 326 prior to ART 425. Individual instruction will be given. May be repeated for credit.

ART 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 ART 331 prior to ART 451. May be repeated for credit.

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

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

ART 450G ART HISTORY PRACTICUM (1-4 Variable)(F,S). Directed practical experience in organizing, illustrating, teaching and evaluating student performance in art history classes. Students will receive credit for working as an assistant in selected classes designated by art history faculty each semester. May be repeated as often as desired but only a total of 3 credit hours may be applied toward any art history requirement. PREREQ: PERM/INST (Graded: Pass/Fail).

ART 451G CONTEMPORARY CONCEPTS IN ART (3-0-3)(F,S) (Alternate Years). An exploration of contemporary art in the context of current theoretical concepts. The pluralistic nature of art during the postmodern era will be emphasized and recent developments in criticism will be introduced. Critical writings will be assigned. PREREQ: ART 302 or ART 371 or PERM/INST.

ART 452G METHODS AND THEORY IN ART HISTORY (3-0-3)(F). A critical analysis of the historiographical, k theoretical, and methodological approaches taken by art historians in their consideration and interpretation of visual culture, past and present. PREREQ: 9 credits in art history or graduate status or PERM/INST.

ART 461G STUDIO IN ILLUSTRATION (0-6-3)(S). Continued exploration of illustration as a profession as an expressive communicative medium. Focus on development of an individual visual voice through advanced interpretive problem solving. PREREQ: ART 362 and PERM/INST.

ART 462G ADVANCED STUDIO IN ILLUSTRATION II (0-6-3)(F). Exploration of editorial applications of illustration (for example, book, magazine, visual essay). Focus on the continued development of an individual visual voice through the exploration of sequential imagery. Individually selected media. PREREQ: ART 461 and PERM/INST.

ART 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. May be repeated for credit. PREREQ: ART 333 and PERM/INST.

ART 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: PERM/INST and upper-division admission in graphic design.

ART 488G 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: ART 388.
Master of Arts or Science in Biology

Master of Arts or Science in Biology

Department of Biology
Science/Nursing Building, Room 223
Telephone 208 426-3263
PAX 208 426-4267
http://www.boisestate.edu/biology/biohome.htm
e-mail: adufly@bsumail.idbsu.edu

Graduate Program Coordinator: Alfred Dufty
Department Chair: James Munger
Associate Graduate Faculty: Marcelo Serpe
Adjunct Graduate Faculty: Jonathan Bart, John Beechem, William Burnham, Tom Cade (Emeritus), Dorothy Douglas, Susan Earnst, Mark Fuller, Nicholas Hadjokas, Stuart Hardegree, Lloyd Kiff, Steven Knick, Michael Kochert, Yongsheng Ma, Carl Marti, Jr., John Marzluff, Rosemary Mazaika, Hugh McIsaac, Wayne Melquist, Richard Olson, Rebecca Pullen, Bruce Rieman, Gary Roloff, Roger Rosenreiter, Randall Ryan, Victoria Saab, Rex Salabanks, Michael Spence, Karen Steenhof, Dennis Stevens, Richard Watson, David Whitacre, Clayton White, Rick Williams, Denise Wingett

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.

No applicant will be admitted unless a member of the BSU 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 Student Oversight 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 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.boisestate.edu/biology/biohome.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
Master of Arts or Science in Biology

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<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tr>
<td>BIOL 598 Graduate Seminar</td>
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<tr>
<td>BIOL 591 Project</td>
<td>6</td>
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<td>Core Courses:</td>
<td>9-12</td>
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<tr>
<td>Select at least one course from each of the areas listed below.</td>
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<tr>
<td>Electives:</td>
<td>13-16</td>
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<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 workshop credits, practicum/internship credits, directed research 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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Master of Science in Biology

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<tr>
<td>BIOL 598 Graduate Seminar</td>
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<tr>
<td>Electives:</td>
<td>6-9</td>
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<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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<td>Total</td>
<td>30</td>
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M.S. students may not use pass/fail credits, workshop credits, or practicum/internship credits to fulfill graduation requirements.

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

**Ecology/Evolution**
- BIOL 523G General Ecology ............................................. 4
- BIOL 401G Organic Evolution ............................................ 3
- BIOL 502 Population and Community Ecology ...................... 3
- BIOL 506 Raptor Ecology .............................................. 3
- BIOL 522 Conservation Biology ....................................... 3
- BIOL 527 Stream Ecology .............................................. 4
- BIOL 529 Modern Methods in Ecology and Evolution .............. 3
- BIOL 533 Behavioral Ecology .......................................... 3
- BOT 524 Plant Community Ecology .................................... 3
- ZOOL 594 Animal Behavior ............................................. 4

**Systematics/Morphology**
- BIOL 412G General Parasitology ....................................... 3
- BIOL 517 Species and Speciation ...................................... 3
- BOT 302G Plant Anatomy ................................................. 4
- BOT 305G Systematic Botany ............................................ 4
- BOT 311G Plant Morphology ............................................ 4
- BOT 330G Mycology ..................................................... 4
- ZOOL 301G Comparative Vertebrate Anatomy ......................... 4
- ZOOL 305G Entomology .................................................. 4
- ZOOL 341G Ornithology .................................................. 3
- ZOOL 351G Vertebrate Embryology ..................................... 4
- ZOOL 355G Vertebrate Natural History ................................ 4
- ZOOL 400G Vertebrate Histology ...................................... 4
- ZOOL 421G Mammalogy ................................................... 3
- ZOOL 525 Aquatic Entomology .......................................... 3

**Molecular Biology/Physiology**
- BIOL 310G Pathogenic Bacteriology .................................. 4
- BIOL 415G Applied and Environmental Microbiology ................ 4
- BIOL 420G Immunology ................................................... 3
- BIOL 445G Human Genetics .............................................. 3
- BIOL 541 Molecular Biology of Cancer .............................. 3
- BOT 401G Plant Physiology ............................................. 4
- ZOOL 401G Human Physiology ........................................... 4
- ZOOL 509 General and Comparative Physiology .................... 4
- ZOOL 515 Avian Physiology ............................................. 3
- ZOOL 535 Behavioral Endocrinology ................................... 3

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

Course Offerings

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

BIOL — BIOLOGY

BIOL 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
BIOL 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: BIOL 401-401G (or equivalent) or PERM/INST.

BIOL 522 CONSERVATION BIOLOGY (3-0-3)(S). An introduction to the field of conservation biology, the applied science concerned with understanding the effects of human activities on natural biological systems and with developing practical approaches to prevent the loss of biodiversity. Topics covered will include conservation genetics, demographic analysis, habitat degradation, overexploitation, and restoration ecology. Discussion of the social, political, and economic aspects of conservation biology. Offered odd-numbered years. PREREQ: BIOL 323.

BIOL 527 STREAM ECOCOLGY (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: BIOL 323 or PERM/INST.

BIOL 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.

BIOL 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.

BIOL 533 BEHAVIORAL ECOLGY (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, modeling 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: BIOL 323 or PERM/INST.

BIOL 541 MOLECULAR BIOLOGY OF CANCER (3-0-3)(S). A treatment of the basic biology of cancer and the process of tumor progression. Topics examined will include oncogenes, tumor suppressor genes, and the causes of cancer. PREREQ: BIOL 301, BIOL 343.

BIOL 561 ADVANCED TOPICS IN AQUATIC BIOLOGY (1-0-1) (F/S). An exploration of the current primary literature of aquatic biology. Topics vary, and may include community dynamics of algae, fish, zooplankton, and benthic invertebrates; trophic relationships; stream and reservoir management; primary and secondary production; organic matter and nutrient dynamics; and wetland ecology. May be repeated once for credit. PREREQ: BIOL 323 and PERM/INST.

BIOL 565 ADVANCED TOPICS IN MOLECULAR BIOLOGY TECHNIQUES (1-0-1) (F). Discussion of scientific literature with emphasis on modern molecular biology techniques. Students will lead discussions and present articles. Topics will include southern-, western-, and northern-blot analysis, sequencing, cloning, transfection and transduction; immunoprecipitation, and other molecular, cellular, and genetic techniques. PREREQ: BIOL 343 and PERM/INST.
Biol 566 Advanced Topics in the Biology of Cancer (1-0-1)(S). Discussion of current research in the field of cancer biology with emphasis on prostate and mammary cancer. Students will lead discussions and present articles, as well as monitor recent literature on cancer. Topics will include tumor suppressor genes, cell cycle regulation, apoptosis, signal transduction, and other cancer-related systems. May be repeated once for credit. Previous enrollment in BIOL 415 or BIOL 565 is recommended. PREREQ: BIOL 345 and PERM/INST.

Biol 579 Research in Biological Sciences (1-0-1)(F/S). Seminars by biologists on a wide range of subjects. Students will attend seminars, write summaries, and search for relevant literature. Graded pass/fail. May be repeated once for credit.

Bot - Botany

Bot 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: BIOL 203 and BIOL 301 or PERM/INST.

Bot 305G Systematic Botany (2-6-4)(S). Fundamental problems of taxonomy. Discussion of historical developments of classification systems and discussion of recent systems. Instruction on the use of keys and manuals. PREREQ: BIOL 203 or PERM/INST.

Bot 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: BIOL 203 or PERM/INST.

Bot 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: BIOL 203, PERM/INST.

Bot 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. BOT 302 and PHYS 311, 112 recommended. Offered odd-numbered years. PREREQ: BOT 310, CHEM 317, PERM/INST.

Bot 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: BIOL 323 or PERM/INST.

Zool - Zoology

Zool 301G Comparative Vertebrate Anatomy (2-6-4)(F). The evolutionary development of vertebrate anatomy, fishes through mammals. Dissection of the shark, salamander, and cat plus demonstrations of other vertebrate types. PREREQ: BIOL 202 or PERM/INST.

Zool 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.

Zool 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: BIOL 202, PERM/INST.

Zool 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: BIOL 202 or PERM/INST.

Zool 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: BIOL 202 and PERM/INST.

Zool 400G Vertebrate Histology (2-6-4)(F). Microscopic anatomy of cell, tissues, and organ systems of vertebrates. Major emphasis will be on mammalian systems. ZOOL 301 or ZOOL 302 is recommended prior to enrollment. PREREQ: BIOL 202 or PERM/INST.

Zool 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 CHEM 317 or PERM/INST.

Zool 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: ZOOL 353 or PERM/INST.

Zool 509 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: BIOL 202, CHEM 317 or PERM/INST.

Zool 515 Avian Physiology (3-0-3)(F). The physiology of flight, cardiovascular, pulmonarv, 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.

Zool 525 Aquatic Entomology (3-3-4)(F). The taxonomy and ecology of the insects most commonly encountered in freshwater environments. Emphasis on identification and biology of individual taxa, aquatic insect community ecology, environmental pollution assessment, and natural resource management. Offered in even-numbered years. PREREQ: BIOL 323.

Zool 534 Animal Behavior (3-3-4)(S). This course focuses on the concepts and processes of animal behavior, which is a 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 even-numbered years. PREREQ: BIOL 323 or PERM/INST.

Zool 535 Behavioral Endocrinology (3-0-3)(F). 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.
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.

Students are asked to subscribe to a listserv and submit a proposed schedule of study on an access database during their first semester of study.

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 MBA should be sent to the Business Graduate Studies office, Room B117G.

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's degree. Copies of official transcripts are also required upon initial application.

2. A GMAT score of 475 and a cumulative GPA of 2.9 (C = 2.0) are generally considered minimal. New applicants for the program should furnish documentary evidence of GMAT 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 August.

3. Students with English as a second language (ESL) must score a minimum of 587/240 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 had 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 April 30 or November 30.

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.

Master of Business Administration

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

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

Total | 33-54 |

Course Offerings
MBA — MASTER OF BUSINESS

FOUNDATION COURSES

MBA 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.

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

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

MBA 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: MBA 512.

MBA 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: MBA 512 and MBA 517.

MBA 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

MBA 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: MBA 512, MBA 514, MBA 516, MBA 517, MBA 523, MBA 525, MBA 529. Students can take one of these courses concurrently with the Perspectives course if all the other prerequisite courses have been completed. In addition, MBA 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 MBA 531.

MBA 532 ACCOUNTING AND CONTROL ISSUES (3-0-3). The overall objective of this course is an understanding of accounting control systems and a thorough understanding of the emerging issues in cost management. The integration of content from computer information systems, production and cost/managerial accounting is a central part of the course. PREREQ: MBA 531, MBA 517 or equivalent. MBA 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 MBA 531.

MBA 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: MBA 531, MBA 512 or equivalent.

MBA 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: MBA 531, MBA 516 or equivalent.

MBA 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: MBA 531.

MBA 530 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: MBA 531, MBA 529 or equivalent.

MBA 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: MBA 531, MBA 525, and MBA 514 or equivalents.

MBA 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: MBA 531, MBA 592, MBA 533, MBA 536, MBA 538, MBA 539, MBA 545. In special circumstances, at most one of these courses can be taken as a co- requisite given prior permission of the instructor.

ELECTIVES

ECON 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: MBA 514.

MGMT 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.

MBA 580 SELECTED TOPICS - ACCOUNTING
MBA 581 SELECTED TOPICS - INFORMATION SYSTEMS
MBA 582 SELECTED TOPICS - ECONOMICS
MBA 583 SELECTED TOPICS - FINANCE
MBA 584 SELECTED TOPICS - OPERATIONS/PRODUCTION
MBA 585 SELECTED TOPICS - MANAGEMENT
MBA 586 SELECTED TOPICS - MARKETING
MBA 587 SELECTED TOPICS - INTERNATIONAL BUSINESS

MBA 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.

MBA 590 INTERNSHIP. Available on a selective, limited basis. MBA students should consult with Director.

MBA 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.

ACCT 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: ACCT 306.

ECON 422G 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 in 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: ECON 201, 202, MATH 160 or equivalent and OPERMGT 207.

ECON 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: MATH 160 or equivalent, OPERMGT 207, and ECON 421.

ECON 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: ECON 201 and ECON 202 and Upper Division Business standing; or PERM/INST.

ECON 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: ECON 201 and ECON 202 and Upper Division Business standing; or PERM/INST.

FINAN 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: FINAN 303.

FINAN 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: FINAN 303, OPERMGT 208.

FINAN 420G MANAGEMENT OF FINANCIAL INSTITUTIONS (3-0-3) (F). The interaction between financial institutions and 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: FINAN 303.

FINAN 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: FINAN 303 and FINAN 420G.

FINAN 430G INTERNATIONAL FINANCE (3-0-3) (F). Builds 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: FINAN 303.

FINAN 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: FINAN 303, OPERMGT 208.

FINAN 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: FINAN 303 and OPERMGT 208.

GENBUS 441G BUSINESS, GOVERNMENT AND SOCIETY (3-0-3) (F/S). Intensive study of and the relationships between business, government, and society. Course also explores moral and ethical conduct and the impact of business on society. PREREQ: GENBUS 202 (GENBUS 302 recommended).

MKTG 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: OPERMGT 208, MKTG 301.

SPECIALIZATION COURSES

Health Policy Emphasis

HILTHST 540 Health Information Management
MHLTHSCI 520 Medical Care Systems
ECON 440G Health Economics
MHLTHSCI 550 Current Issues in Health Policy

Public Administration Emphasis

PUBADM 504 Public Budgeting and Financial Administration
PUBADM 521 Intergovernmental Relations
PUBADM 550 The Executive and The Administrative Process
PUBADM 580-589 Selected Topics
Master of Arts in Communication

Admission Requirements

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 course and a communication theory and theorizing course.
4. Complete a Communication Department Application Form, including:
   A. An essay explaining his or her academic goals and how those goals match the M.A. program at Boise State.
   B. Indicate the name and semester of the undergraduate social science research methods course.
   C. Indicate the name and semester of the undergraduate theory and theorizing course.
5. Submit a paper demonstrating competence in scholarly writing.
6. Supply two academic letters of reference, along with the names, titles, addresses, and phone numbers of the references.

Completed applications should be received by April 1 for Fall enrollment and by 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>Course Number and Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>COMM 500 Graduate Studies in Communication</td>
<td>1</td>
</tr>
<tr>
<td>COMM 501 Selected Topics in Research Methods (Alternatives may be approved by committee chair)</td>
<td>3</td>
</tr>
<tr>
<td>COMM 598 Graduate Seminar (May be repeated once for credit toward degree)</td>
<td>1-2</td>
</tr>
<tr>
<td>COMM 591 Project or COMM 593 Thesis</td>
<td>1-3</td>
</tr>
<tr>
<td>COMM 505 Selected Topics in Theory and Philosophy</td>
<td>18</td>
</tr>
<tr>
<td>COMM 506 Selected Topics in Interpersonal Communication</td>
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<tr>
<td>COMM 507 Selected Topics in Organizational Communication</td>
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</tbody>
</table>

— continued —
Master of Science in Computer Science

Department of Mathematics and Computer Science
Math/Geosciences, Room 235
Telephone 208 426-1172
FAX 208 426-1356
http://www.math-cs.boisestate.edu
e-mail: office@math-cs.boisestate.edu

Graduate Program Coordinator: Alex Feldman
Department Chair: Alan Hausrath
Full Graduate Faculty: Robert Anderson, Kathleen Ayers, Tomek Bartoszynski, James Buffenbarger, Phillip Eastman, Alex Feldman, Stephen Granitham, John Griffin, Alan Hausrath, Randall Holmes, Robert Hughes, Amit Jain, Mary Jarrell Smith, Robert Juola, Joanna Kania-Bartoszynska, Otis Kenney, Charles Kerr, Daniel Lamet, Giles Maloof, Marion Scheepers, Robert Sulanke, Sharon Walen, Frederick Ward
Associate Graduate Faculty: Stephen Brill, Douglas Bullock, John Lusth, Katherine St. John

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.
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 or 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) 426-3903 or (208) 426-4204, or by email at gradcoll@boisestate.edu. An on-line application form is available at www.boisestate.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 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.

- Arrive 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.

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 within 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 degree program 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 an 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>
</tr>
</thead>
<tbody>
<tr>
<td>Core computer science courses</td>
<td></td>
</tr>
<tr>
<td>COMPSCI 521 Design and Analysis of Algorithms</td>
<td>9</td>
</tr>
<tr>
<td>COMPSCI 531 Advanced Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>COMPSCI 543 Advanced Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>Additional computer science courses chosen from the following:</td>
<td>15</td>
</tr>
<tr>
<td>(See comments preceding table for restrictions.)</td>
<td></td>
</tr>
<tr>
<td>COMPSCI 410G Database Theory</td>
<td>4</td>
</tr>
<tr>
<td>COMPSCI 460G Parallel and Distributed Computing</td>
<td>4</td>
</tr>
<tr>
<td>COMPSCI 441G Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>COMPSCI 461G Theory of Computation</td>
<td>3</td>
</tr>
<tr>
<td>COMPSCI 471G Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>COMPSCI 512 Advanced Topics in Databases</td>
<td>3</td>
</tr>
<tr>
<td>COMPSCI 525 Network Protocols and Programming</td>
<td>3</td>
</tr>
<tr>
<td>COMPSCI 546 Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>COMPSCI 551 Advanced Programming Language Translation</td>
<td>3</td>
</tr>
</tbody>
</table>
Master of Science in Computer Science (continued)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COMPSCI 557 Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>COMPSCI 561 Complexity Theory</td>
<td>3</td>
</tr>
<tr>
<td>COMPSCI 573 Advanced Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>COMPSCI 580-589 Selected Topics</td>
<td>3</td>
</tr>
<tr>
<td>Additional coursework, project or thesis—</td>
<td>6</td>
</tr>
<tr>
<td>one of the following options:</td>
<td></td>
</tr>
<tr>
<td>COMPSCI 591 Project</td>
<td>6</td>
</tr>
<tr>
<td>COMPSCI 593 Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Additional COMPSCI courses from above list, or courses in related</td>
<td></td>
</tr>
<tr>
<td>fields subject to approval</td>
<td>6</td>
</tr>
<tr>
<td>Written comprehensive exam</td>
<td>0</td>
</tr>
<tr>
<td>Must be taken and passed during the semester in which the degree is</td>
<td></td>
</tr>
<tr>
<td>conferred</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.

COMPSCI — COMPUTER SCIENCE

COMPSCI 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: COMPSCI 242 or PERM/INST.


COMPSCI 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 involved 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. This course may be taken for either COMPSCI or EE credit, but not both. PREREQ: COMPSCI 117 or COMPSCI 125, and EE 332 or PERM/INST.

COMPSCI 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 reductions. Applications will be drawn from various areas of computer science. PREREQ: COMPSCI 242 or PERM/INST.

COMPSCI 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: COMPSCI 225 or PERM/INST.


COMPSCI 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, combinatorial graph reduction and functional repetition. NP completeness and approximation algorithms. PREREQ: COMPSCI 242.

COMPSCI 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: MATH 361 and COMPSCI 330 or PERM/INST.

COMPSCI 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: COMPSCI 242.

COMPSCI 533 ADVANCED OPERATING SYSTEMS (3-0-3)(S). Structure and functions of operating systems, interprocess communication techniques, high-level concurrent programming, virtual memory systems, elementary queuing theory, security, distributed systems, case studies. Techniques in design and implementation of operating systems. PREREQ: COMPSCI 333 or PERM/INST.

COMPSCI 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: COMPSCI 333 or PERM/INST.


COMPSCI 557 ARTIFICIAL INTELLIGENCE (2-3-3)(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: COMPSCI 242 and COMPSCI 354.

COMPSCI 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: COMPSCI 461.

COMPSCI 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: formal specification of solutions, design and implementation techniques, validation and testing, verification, maintenance, and reuse. PREREQ: COMPSCI 471 or PERM/INST.

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

COMPSCI 580 PARALLEL COMPUTING

COMPSCI 581 ALGORITHMS

COMPSCI 583 COMPUTER SECURITY
Master of Science in Computer Science

COMPSCI 584 NETWORKS
COMPSCI 585 OBJECT-ORIENTED DESIGN
COMPSCI 586 DATABASES
COMPSCI 587 SOFTWARE ENGINEERING
COMPSCI 591 PROJECT (Variable credit). A major project involving development of a significant software system.
COMPSCI 593 THESIS (Variable credit). A thesis containing original results that is suitable for publication.

Master of Arts in Criminal Justice Administration

Department of Criminal Justice Administration
Library Building, Room 166
Telephone 208-426-4114
FAX 208-426-4371
http://cjja.boisestate.edu
E-mail: rddehlin@boisestate.edu

Graduate Program Coordinator: Andrew Giacomazzi
Department Chair: Robert Marsh
Full Graduate Faculty: John Crank, Andrew Giacomazzi, Craig Hemmens, Robert Marsh, Mary Stohr, Anthony Walsh
Associate Graduate Faculty: Cary Heck

General Information

The master’s degree in Criminal Justice Administration is designed to provide a foundation in applied research and theory, seminars in substantive areas of criminal justice activity, and focused scholarship on issues of importance in Idaho. Curricula are organized into three sections. The first section, called the Foundation Series, is a set of core classes that will provide students with the intellectual skills needed for the study of more complex material. The second section, the Seminar Series, promotes the development of scholarship in particular substantive areas in criminal justice. The third section, the Capstone Series, is intended to provide practical application of skills acquired in the core and seminar series.

Admission Requirements

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

1. An undergraduate degree in Criminal Justice or related social or behavioral science with at least a 3.0 average.
2. Completion of an undergraduate statistics course.
3. CJA 201 Introduction to Criminal Justice or its equivalent (required for all entering students).

Application Requirements

Application for admission to the graduate program in Criminal Justice Administration may be made at any time. It is recommended that the prospective student make application to 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 arrange 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 Graduate Admissions Office a Statement of Purpose explaining the student’s reasons for seeking admission and what they hope to achieve; three letters of recommendation from individuals competent to judge the student’s likelihood of success in graduate studies; and their Graduate Record Examination scores in the following areas: verbal, quantitative, and analytical. The applicant must schedule an interview with the Criminal Justice Graduate Program Coordinator.

The Department of Criminal Justice Administration will 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 (October 1 for the Spring semester).

Degree Requirements

Students are required to complete 36 hours of graduate study at the 500 level and above for the Master of Arts degree in Criminal Justice Administration. Students complete 12 credits from CJA 501, CJA 502, CJA 503, and CJA 504. Students are also required to elect at least 9 additional credit hours from among criminal justice courses in the Seminar series and 6 credit hours from the Capstone series. A master’s thesis is an integral part of the curriculum, and must be completed prior to the award of the degree. Six hours of graduate study will be awarded upon successful completion of the thesis. Students may also pursue up to three hours of study in approved graduate programs outside the department. Consistent progress toward the degree and maintenance of a cumulative 3.0 average are required for continuation in the program. Upon completion of the thesis and coursework, an oral examination related to the thesis and the general field of criminal justice is required of all students and will be administered by the student’s thesis committee. An overall grade point average of 3.0 is required for graduation.

<table>
<thead>
<tr>
<th>Master of Arts in Criminal Justice Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number and Title</strong></td>
</tr>
<tr>
<td><strong>FOUNDATION SERIES</strong></td>
</tr>
<tr>
<td>The following core courses are required of all students and must be taken prior to other graduate course work:</td>
</tr>
<tr>
<td>CJA 501 Crime and Criminal Justice .............</td>
</tr>
<tr>
<td>CJA 502 Organization and Management of Criminal Justice .........................</td>
</tr>
<tr>
<td>CJA 503 Criminal Justice Research ................</td>
</tr>
<tr>
<td>CJA 504 Statistics for Criminal Justice ..........</td>
</tr>
</tbody>
</table>

--- continued ---
techniques. Statistical analysis. Univariate and introductory multivariate
CJA criminal justice organizations are analyzed. Issues within these areas
and their social, political and legal environment is examined.
The development and interpretation of research reports.

To the field. The relationship among theory, research, and social policy.
theoretical perspectives, including sociological, social-psychological,
CJA are approached with attention to their cultural, social, and political
implications. The relationship between formal and informal structures
and policy, and practice.

CJA 501 CRIME AND CRIMINAL JUSTICE (3-0-3)(F). This class
locates the profession of criminal justice within historical, theoretical,
and political perspectives. The class will focus on contemporary
theoretical perspectives, including sociological, social-psychological,
biosocial, cultural, genetic, linguistic, and evolutionary. The nature and
scope of the discipline are defined through the discussion of the
relationships among theory, policy, and practice.

CJA 502 ORGANIZATION AND MANAGEMENT OF CRIMINAL
JUSTICE (3-0-3)(F). The structures, functions, and operations of
criminal justice organizations are analyzed. Issues within these areas
are approached with attention to their cultural, social, and political
implications. The relationship between formal and informal structures
and their social, political and legal environment is examined.

CJA 503 CRIMINAL JUSTICE RESEARCH (3-0-3)(S). Basic
methods of quantitative and qualitative research and their application
to the field. The relationship among theory, research, and social policy.
The development and interpretation of research reports.

CJA 504 STATISTICS FOR CRIMINAL JUSTICE (3-0-3)(S).
Statistical analysis. Univariate and introductory multivariate
techniques. Use of computerized statistical packages in the social and
behavioral sciences. Statistical problem-solving using various data-

SEMINAR SERIES
CJA 505 SEMINAR: LAW AND SOCIAL CONTROL (3-0-3)(F). A
focus on the nature of law and legal institutions and the relationships
between law and other forms of social control. Theory and research
on the development of law and its implementation at various stages of
the legal process is reviewed.

CJA 506 THEORIES OF CRIME (3-0-3)(F). Major explanations of
crime and its control. Efforts toward an integration of existing
approaches are explored and consideration of the development of
general theory is discussed.

CJA 507 SEMINAR: ISSUES IN CONTEMPORARY POLICING
(3-0-3)(S). In-depth consideration of issues affecting policing today.
Police organization, management and leadership, policy formulation,
community policing and related issues are among the topics
considered. Particular attention will focus on the role of police officers
in a changing society.

CJA 508 SEMINAR: THE LEGAL PROCESS (3-0-3)(F).
Consideration of specific aspects of criminal adjudication, including
prosecution and defense, bail determination, plea-bargaining, jury
decision-making, and alternative sentencing practices. Specific subject
matter will vary by semester.

CJA 509 SEMINAR: JUVENILE JUSTICE (3-0-3)(F). A detailed
examination of the historical development and current practices of
juvenile courts and juvenile correctional institutions. Research on
program evaluation is presented, with an emphasis on developments
in delinquency theory as related to practice.

CJA 510 SEMINAR: PUNISHMENT AND CORRECTIONS
(3-0-3)(S). An in-depth study of issues related to the philosophy and
practice of punishment and corrections. Topics include correctional
theory, the prison and jail environment, work and rehabilitation
programs, corporal punishment, parole, overcrowding, capital
punishment, and alternatives to imprisonment.

CJA 511 SEMINAR: COMMUNITY CORRECTIONS (3-0-3)(S).
An assessment of contemporary trends in community corrections, with a
particular focus on considerations of effectiveness. This class will
focus on the types of community corrections options available,
program characteristics, and implications for broader correctional
policy. The contribution of rehabilitative and deterrent philosophies to
corrections will provide a backdrop to a consideration of the diverse
contemporary perspectives on community corrections.

CJA 512 SEMINAR: GENDER AND JUSTICE (3-0-3)(F). An
exploration of the theory, research, and practice related to women’s
involvement in the justice system in the United States. Analysis will be
directed toward the various roles and treatment of women as
offenders, victims/survivors, and practitioners in the system.

CAPSTONE SERIES
CJA 520 CAPSTONE: GOVERNOR’S CLASS (3-0-3)(S). This class
focuses on legislative policy in Idaho as it pertains to crime and
criminal justice. This class will be a forum for the application of
practical knowledge of policy theory and evaluation to crime law in
Idaho. Legislative policy makers will be invited to present their views
on crime and criminal justice. The process of preparing and legislating
crime bills will be discussed. The Governor will be invited to provide a
presentation and engage the class in discussion each semester the
class is offered.
Master of Arts in Criminal Justice Administration

CJA 521 CAPSTONE: CRIMINAL JUSTICE ISSUES AND POLICY IN IDAHO (3-0-3)(S). Problem-solving and policy implementation in Idaho. Executives across the Criminal Justice field in Idaho will be invited to discuss issues they have confronted and strategies they have used to resolve those issues. This class will not focus on a particular field, but instead seek professionals from different components of the system.

CJA 522 CAPSTONE: JUVENILE OFFENDERS, CRIME, AND CRIMINAL JUSTICE IN IDAHO (3-0-3)(F). Examination of current processes in juvenile justice, policy, probation, and utilization of community-based resources in Idaho. Emphasis will be placed on understanding issues and policy applications at the local and state level. PREREQ: CJA 509 or CJA 512.

CJA 523 CAPSTONE: RURAL CRIMINAL JUSTICE (3-0-3)(F). This class addresses the problems of criminal justice in a rural setting. This class is developed with the recognition that criminal justice in Idaho has emerged to deal with crime in the sparsely populated intermountain west. This class will provide perspective on the organization and delivery of criminal justice and the types of crime confronted by small municipal and Sheriff departments, and how those problems are being met locally.

CJA 593 THESIS (0-0-V-6)(F,S,SU). Development of a research design and analysis of data relating to an issue of theoretical and empirical significance. Students are expected to display the ability to integrate the elements of the core courses and related program of study.

CJA 595 READINGS AND CONFERENCE (3-0-3)(F,S,SU). With faculty supervision, students will pursue a program of readings related to specific issues in criminal justice, and participate in a seminar for the purpose of discussing the readings and to develop a paper based upon the materials.

CJA 596 DIRECTED RESEARCH (3-0-3)(F,S,SU). Directed research on an issue of contemporary significance in criminal justice, culminating in the development of a research paper.

Master of Science in Earth Science

Department of Geosciences
Math/Geosciences Building, Room 225
Telephone 208 426-1631
FAX 208 426-4061
e-mail: wsnyder@boisestate.edu

Graduate Program Coordinator: Walter Snyder
Department Chair: Paul R. Donaldson
Full Graduate Faculty: 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, Clyde J. Northrup
Adjunct Graduate Faculty: Warren Barrash, Elton B. Bentley (Emeritus), 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. Ohlberg, Tamra Schiappa, 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 Earth Science, 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. Special Topics courses and seminars are frequently offered, expanding the program choices. Programs of study for each student are designed in consultation with the Earth Science Graduate Program Coordinator. A preliminary examination, oral or written, will be administered to each candidate.

Application and Admission Requirements

Application for admission may be made by graduates of accredited institutions holding a baccalaureate degree in earth science education, geology, or related discipline. Regular admission may be awarded to applicants who have earned a minimum grade point average of 3.0 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 of 3.0 grade point (B) average and satisfactory progress toward the degree.

Additional information may be obtained from the Earth Science Graduate Program Coordinator Department of Geosciences, Boise State University, 1910 University Drive, Boise, ID 83725 or wsnyder@boisestate.edu or http://earth.boisestate.edu.
### Degree Requirements

<table>
<thead>
<tr>
<th>Master of Science in Education, Earth Science</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>Required courses:</strong></td>
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</tr>
<tr>
<td>Graduate Core</td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 570 Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 563 Conflicting Values in Education</td>
<td></td>
</tr>
<tr>
<td><strong>Elective Courses (Select two from the following):</strong></td>
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<tr>
<td>TEACH-ED 561 Law for the Classroom Teacher</td>
<td></td>
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<tr>
<td>TEACH-ED 562 School Organization and Finance</td>
<td></td>
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<tr>
<td>TEACH-ED 564 Instructional Techniques-Secondary School</td>
<td></td>
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<tr>
<td>TEACH-ED 565 Interpreting Educational Research</td>
<td></td>
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<tr>
<td>TEACH-ED 566 Learning Theory and Classroom Instruction</td>
<td></td>
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<tr>
<td>TEACH-ED 568 Techniques of Classroom Instruction</td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 569 Testing and Grading</td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 573 Instructional Techniques-Elementary School</td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 576 Parents in the Educational Process</td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 597 Special Topics</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>33</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 credits

- **Approved electives**
  - 7 credits

A final comprehensive oral and/or written examination over coursework and the thesis or project is required.

- **GEOL 593 Thesis or GEOL 591 Project**
  - 6 credits

Total 33 credits

### Course Offerings

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

**GEOL — GEOLOGY**

**GEOL 403G ENGINEERING GEOLOGY (2-3-3)(S)(Alternate years)** (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. PREREQ: GEOL 280, PHYS 112 or PHYS 211, GEOL 223 or PERM/INST.

**GEOL 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: GEOL 101, MATH 170-171.

**GEOL 426G PETROLEUM GEOLOGY (2-3-3)(F)(Field trips required)** (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: GEOL 310, GEOL 314.

**GEOL 450G GEOLOGY OF NATIONAL PARKS (3-0-3)(S)** (Odd years). 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: GEOL 102.

**GEOL 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.

**GEOL 460G VOLCANOLOGY (2-0-2)(F)(Field trip required)** (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: GEOL 323.

**GEOL 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: GEOL 102 or PERM/INST.

**GEOL 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.

**GEOL 511 ADVANCED ENVIRONMENTAL GEOLOGY (3-0-3)(S).** Land-use planning, techniques for investigation of surficial materials and water resources. Geologic hazards, surficial deposits and their engineering and hydrologic properties, ground and surface water, waste disposal. Term reports required, field trips required. This course can be taken for undergraduate credit by filling out necessary forms. PREREQ: GEOL 221 or PHYS 220.

**GEOL 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: GEOL 310, GEOL 314, GEOL 323 and GEOL 324 or PERM/INST.

**GEOL 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: GEOL 323, GEOL 324, CHEM 111.
Master of Science in Earth Science

GEOL 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.

GEOL 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.

GEOL 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, crystalization of magmas, ore forming solutions, isotope geochemistry. This course can be taken for undergraduate credit by filing necessary forms. Field trip required. PREREQ: GEOL 101, CHEM 112, MATH 170-171.

GEOL 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.

GEOL 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.

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

GEOL 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 geographic illustrations will be emphasized. PREREQ: Admission to candidacy or PERM/INST.

GENSCI GENERAL SCIENCE

GENSCI 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 18th century. "Modern Science" is presented with emphasis on the development of modern scientific thought. Historical indications of the nature of scientific research in the evolution of science are presented. This course may be taken for either HIST or GENSCI credit, but not for both.

Doctor of Education in Curriculum and Instruction

College of Education
Education Building, Room 705
Telephone 208 426-1611
FAX 208 426-4365
e-mail: rstawar@boisestate.edu

Teacher Education Graduate Programs Coordinator:
Roger Stewart


Associate Graduate Faculty: Manuel Barrera, Kenneth Bell, Bobbie Birdsall, Teresa Delgadillo Harrison, Philip Kelly, Rosemary Palmer, Lawrence Rogien, Audrey Rule, Calie Spear, Connie Thorngren, Scott Willsoon

Adjunct Graduate Faculty: Kenneth Coll, Mary Enslay, Brenda Freeman, Tim Furness, Susan Rueling Furness, Nina Hawkins, Robina Holmes, Rich Johnson, Brenton Kidder, Elizabeth Noonan, Thel Pearson (Emerita), Ruth Phelps, Mike Rush, 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 course work provides students with the basis for a thorough understanding of what schools are and can be, insights into the complexities of teaching and learning, and collaborative opportunities to work towards making a measurable and positive effect upon current education programs and student learning.

Application and Admission Requirements

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

1. Application for admission (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 College of Education 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 and/or personal goals and how doctoral study will support them.
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.

Transfer Credits: Doctor of Education students may transfer up to fifteen credits taken at other institutions and apply those credits toward a graduate degree. However, the courses must be consistent with the program of study planned by you and your supervisory committee or advisor. In addition, you must have taken the courses at an accredited institution and must have received—in each course—a grade no lower than B.

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 reaplying for the position. Assistantships that are renewed consist of a stipend and fee waiver for the fall and spring semesters only. In all cases GAs must register for a minimum of 8 credits during the regular academic year. To be considered, applications must be submitted to the Teacher Education Graduate Programs Coordinator by March 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 accepted 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>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum and Instruction</strong></td>
<td></td>
<td>15</td>
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<tr>
<td>TEACH-ED 680 Learning.</td>
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<tr>
<td>TEACH-ED 651 Teaching.</td>
<td></td>
<td>3</td>
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<tr>
<td>TEACH-ED 662 Curriculum.</td>
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<td>3</td>
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<tr>
<td>TEACH-ED 663 Evaluation.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 654 Seminar in Curriculum and Instruction.</td>
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<td>3</td>
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<tr>
<td><strong>School Renewal</strong></td>
<td></td>
<td>9</td>
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<tr>
<td>TEACH-ED 610 The American Culture and the Context of Schooling.</td>
<td></td>
<td>3</td>
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<tr>
<td>TEACH-ED 611 School Culture and the Problems of Change.</td>
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<td>3</td>
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<tr>
<td>TEACH-ED 612 Strategies for School Renewal.</td>
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<td>3</td>
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<tr>
<td><strong>Research</strong></td>
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<td>12</td>
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<tr>
<td>TEACH-ED 651 Intermediate Statistics in Educational Research.</td>
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<td>3</td>
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<tr>
<td>TEACH-ED 652 Quantitative Approaches to Research.</td>
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<td>3</td>
</tr>
<tr>
<td>TEACH-ED 653 Qualitative Approaches to Research.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 654 Dissertation Proposal Seminar.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Field Experiences</strong></td>
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<tr>
<td>TEACH-ED 620 Field Experience: At-Risk Youth.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>TEACH-ED 621 Field Experience: School Renewal.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>TEACH-ED 622 Practicum: School Renewal.</td>
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<td>2</td>
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</tbody>
</table>

— continued —
Doctor of Education in Curriculum and Instruction

<table>
<thead>
<tr>
<th>Doctor of Education (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognate Area</td>
</tr>
<tr>
<td>Dissertation</td>
</tr>
<tr>
<td>TEACH-ED 693 Dissertation</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Master’s Credits Applied Toward the Doctor of Education: Credits earned for a master’s degree, excluding credits for Thesis or Project, may be applied to the requirements of the Doctor of Education degree program at the discretion of the student’s doctoral committee. Ordinarily, these credits would be within the seven-year time limit and would constitute no more than one-third of the total credits required for the doctorate.

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 TEACH-ED 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.

Program Sequence:

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

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

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

**Summer: Year 2 (residency) (6 credits)**
TEACH-ED 612 Strategies for School Renewal ................................................................. 3
TEACH-ED 662 Curriculum .................................................................................................... 3

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

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

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

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

**Spring: Year 3; Summer/Fall/Spring: Year 4**
TEACH-ED 693 Dissertation ........................................................................................................ 1-12

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

Course Offerings

TEACH-ED — TEACHER EDUCATION

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

**TEACH-ED 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 churches 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 TEACH-ED 610; or permission of instructor and TEACH-ED 559 or TEACH-ED 570 and TEACH-ED 610.

**TEACH-ED 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 TEACH-ED 611; or permission of instructor and TEACH-ED 611.

**TEACH-ED 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: TEACH-ED 653.

**TEACH-ED 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: TEACH-ED 620.

**TEACH-ED 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: TEACH-ED 621.

TEACH-ED 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.

TEACH-ED 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 TEACH-ED 651; or permission of instructor, TEACH-ED 651 and TEACH-ED 551 or equivalent.

TEACH-ED 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 TEACH-ED 551 or equivalent.

TEACH-ED 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.

TEACH-ED 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 TEACH-ED 525.

TEACH-ED 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 TEACH-ED 582.

TEACH-ED 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 TEACH-ED 581.

TEACH-ED 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, TEACH-ED 651 and TEACH-ED 653; or permission of instructor, TEACH-ED 651 and TEACH-ED 653.

TEACH-ED 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: TEACH-ED 660, TEACH-ED 661, TEACH-ED 662 and COREQ TEACH-ED 663.

TEACH-ED 665 DISSERTATION (0-0-12) (F or 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 Elementary Education and Specialized Studies
Department of Educational Foundations, Technology and Secondary Education

Graduate Studies in Education Office,
Education Building, Room 208
Telephone: 208 426-3731
FAX: 208 426-4006
http://www.boisestate.edu
E-mail: lscott@boisestate.edu
Teacher Certification: dsmith2@boisestate.edu

Graduate Program Coordinator: Roger Stewart
Elementary Education Department Chair: Wenden Waite
Full Graduate Faculty: Robert Bahrum, 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, Rosemary Palmer, Audrey Rule
Adjunct Graduate Faculty: 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, Philip Kelly, Lamont Lyons, William Parrett, Constance Pollard, Del Siegle, Carolyn Thorsen
Associate Graduate Faculty: Teresa Delgardillo Harrison, Lawrence Rogien, Scott Willison
Adjunct Graduate Faculty: Nina Hawkins, 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 concentrations in the following areas: Curriculum and Instruction, 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 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 3.00.

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 the Mathematics emphasis will follow the procedures set forth by the 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 Graduate Studies in Education Office by March 1 of each year. Typical assistantships include research assistants, teaching assistants, or assignments related to specific areas. Graduate assistantships are awarded for one year, and may be renewed for one additional year.

Inservice Teacher Education Credit Restriction

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 toward 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 in Education, excluding those seeking a Master of Science in Education, Educational Technology emphasis.

**GRADUATE CORE**

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>TEACH-ED 570 Graduate Core Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 563 Conflicting Values in Education</td>
<td>1</td>
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<tr>
<td>Elective Courses (Select two from the following):</td>
<td>2</td>
</tr>
<tr>
<td>TEACH-ED 561 Law for the Classroom Teacher</td>
<td>1</td>
</tr>
<tr>
<td>TEACH-ED 562 School Organization and Finance</td>
<td>1</td>
</tr>
<tr>
<td>TEACH-ED 564 Instructional Techniques- Secondary School</td>
<td>1</td>
</tr>
<tr>
<td>TEACH-ED 565 Interpreting Educational Research</td>
<td>1</td>
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<tr>
<td>TEACH-ED 566 Learning Theory and Classroom Instruction</td>
<td>1</td>
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<tr>
<td>TEACH-ED 568 Techniques of Classroom Management</td>
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<td>TEACH-ED 569 Testing and Grading</td>
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<td>TEACH-ED 573 Instructional Techniques- Elementary School</td>
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<td>TEACH-ED 578 Parents in Education Process</td>
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<td>TEACH-ED 597 Special Topics</td>
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<td><strong>Total</strong></td>
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</tbody>
</table>

Students should apply for Admission to Candidacy after completion of 18 credits in the program. Completed forms are submitted to the Graduate Studies in Education Office, E-208.

**Option Requirements**

The Teacher 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>TEACH-ED 551 Fundamentals of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 591 Project or TEACH-ED 593 Thesis</td>
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</tr>
<tr>
<td>Approved electives and specific requirements</td>
<td>18</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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</tbody>
</table>

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.

**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>
<td>TEACH-ED 559 Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 551 Fundamentals of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>NOTE: Students selecting Option II are required to take a research class, which may be TEACH-ED 565 Interpreting Educational Research (1 credit) as part of core, or TEACH-ED 551 Fundamentals of Educational Research (3 credits).</td>
<td></td>
</tr>
<tr>
<td>Approved electives and specific requirements</td>
<td>24</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

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 completed the written portion of the examination, the committee will meet with the candidate for an oral review prior to final approval or rejection of the written examination.

**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>TEACH-ED 581 Curriculum Planning and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 582 Instructional Theory</td>
<td>3</td>
</tr>
<tr>
<td>Content area courses</td>
<td></td>
</tr>
<tr>
<td>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 determine his/her individual program with their assigned advisor.</td>
<td></td>
</tr>
<tr>
<td>Elective options (choose Option I or II)</td>
<td>12</td>
</tr>
<tr>
<td>I. Thesis-Project:</td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 551 Fundamentals of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 591 Project or TEACH-ED 593 Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Approved electives</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>II. Comprehensive Written Examination:</td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 559 Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 551 Fundamentals of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>NOTE: Students selecting Option II must take a research class, which may be TEACH-ED 565 Interpreting Educational Research (1 credit) as part of core or TEACH-ED 551 Fundamentals of Educational Research (3 credits).</td>
<td></td>
</tr>
<tr>
<td>Approved electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>
Master of Arts in Education, Curriculum and Instruction Option: Secondary Certification

Application and Admission Requirements

Students preparing to receive initial secondary teacher certification and simultaneously complete the requirements for a master’s degree must apply and be accepted for admission to both programs. Admission to graduate secondary education is required before a student may enroll in any course on the graduate level leading toward certification. Applications for graduate secondary education are made through the Teacher Education Advising Office in the Education Building, Room 206.

It is the responsibility of the individual student to provide the Teacher Education Advising Office with transcripts and other documentation to show that those requirements have been completed. Requirements for admission to graduate secondary teacher education shall be determined and implemented by the Secondary Teacher Education faculty and administered by the Teacher Education Advising Office.

Admission Schedules

Prospective students may apply for admission at any time. However, the Advising Office must receive the application materials by July 1 for the fall semester, November 15 for the spring semester, or April 1 for the summer session.

Limitations to Admissions

Because of the large number of students seeking admission to secondary teacher education, not all applicants may be admitted. Each academic year, a target number of applicants is established and applicants are accepted until that number is reached. Priority is given to those with the highest academic grade point average and to those specialty areas that have been identified as shortage areas in Idaho. (Shortage areas may change over time.) Consideration is also given to unusually strong candidates who do not meet the GPA requirements.

Professional Standards

To be admitted to graduate secondary teacher education, and to continue taking teacher education courses, each secondary education student must be reviewed and approved by the Teacher Education Professional Standards Committee, and must maintain that approval throughout the program. Committee approval is based not only on the student’s academic record, but also on the judgment of faculty members regarding the student’s skills, behavioral characteristics, and disposition necessary for success as a teacher. A further description and discussion of these traits may be found in the Secondary Education Student Handbook and in the Code of Ethics of the Idaho Teaching Profession. The collection and assessment of this information from faculty members and others is an ongoing activity that begins when the student first enters BSU and continues throughout the student’s participation in a teacher education program.
Professional Documentation
In addition to completing the Admission to Graduate Secondary Education form, the applicant must provide evidence of suitability to work in a school setting. This evidence may include a portfolio that includes several of the following:

1. Written evidence of work with young people in an educational setting. Other relevant experiences may be accepted on a case-by-case basis.
2. A written narrative describing the significance of this experience in relation to the student's professional goals.
3. Three letters of recommendation from professionals, one of which concerns student's work with young people.

Academic Standards
For admission to graduate secondary teacher education, applicants must:

1. Have a minimum overall GPA of 3.0 (on a 4.0 scale) for undergraduate work and a minimum GPA of 2.75 in both the content major and minor fields.
2. Pass the Pre-Professional Skills Test (PPST) for writing.
3. Be within six hours of completion of required major and minor area content courses.
4. For those seeking Endorsement in Special Education: Pass the PPST for mathematics.

Faculty Interview
After students have met all the criteria for admission described above, they will be interviewed by faculty members before final approval for admission to graduate secondary teacher education.

Certification Requirement and Endorsement for Secondary Education
Standards for the certification of teachers for the State of Idaho are listed in the Idaho Department of Education Professional School Personnel Certification Standards, Revised July 1, 1996, as prepared by the Idaho Department of Education. The following requirements are based on that document and other policies of the Idaho State Board of Education.

To be recommended to the State Department of Education for a secondary school teaching certificate, students from Boise State University must meet the following requirements:

1. Be of good moral character.
2. Have completed an appropriate baccalaureate degree.
3. Have satisfactorily completed teacher education requirements that include a minimum of 26 semester credit hours in the philosophical, psychological, methodological, and technological foundations of education, including at least 10 weeks of student teaching.
4. Be recommended by the Dean of the College of Education. If recommendation verifies that the candidate has been approved by his or her department of subject matter specialization and by the Department of Foundations.

Secondary Student Teaching
An Idaho Standard Secondary Certificate allows the holder to teach in grades 6 through 12. Both the single and dual alternatives lead to the same certificate. Students choosing the single alternative may select either junior or senior high school for their student teaching. Normally, the request can be granted, and the student teacher will usually teach only in his or her major field. Students selecting the dual option alternative will be placed in a junior high school for approximately eight weeks and in a senior high school for the remaining eight weeks. Normally, students will teach in their major fields in one experience and in the minor fields in the other.

Admission to Student Teaching in Secondary Education
An application for a specific student teaching assignment must be filed with the office of the Coordinator of Field Experiences by the following dates:

1. February 15 for students desiring to teach in the fall.
2. September 15 for students desiring to teach in the spring.

Student teaching is scheduled through the office of the Coordinator of Field Experiences, Education Building, Room 306, and application forms may be obtained from that office. Students must give six weeks notice prior to the beginning date for student teaching if they wish to withdraw their application for student teaching. Students choosing to postpone student teaching must reapply.

General requirements for admission to student teaching in secondary education include the following:

1. Recommendation of the faculty advisor or the chair of the student's department.
2. Major field, minor field (when appropriate), and required education courses completed.
3. Approval by the Teacher Education Professional Standards Committee.
4. Completion of sufficient credit hours in subject areas assigned for student teaching.
5. Successful completion of at least one microteaching experience in TE 509 Instructional Theory and Practice for Secondary Teachers.

Special Information on Student Teaching in Secondary Education
1. Students who transfer to Boise State University must meet requirements for admission to teacher education and student teaching and complete at least 6 semester hours at the university before being placed in student teaching.
Master of Arts or Science in Education

2. Student teachers are expected to do responsible teaching, participate in co-curricular activities, maintain close contact with faculty and students in the public schools, and participate in seminars and conferences with their university supervisors.

3. Any student may be dismissed from a program leading to certification if he or she is found guilty of any offense which would be grounds for revocation or denial of an Idaho teaching certificate, including conviction in a court of law or an offense other than a minor traffic violation. Questions regarding this policy should be addressed either to the Coordinator of Field Experiences (Education Building, Room 306) or the Dean of the College of Education (Education Building, Room 705).

4. Prior to student teaching, students may be required by school districts to be fingerprinted.

5. Student teaching can be taken only once.

Secondary Teacher Certification

To be recommended for certification from Boise State University, students should complete the secondary option degree program within a selected department. Such completion represents a major certification endorsement (at least 30 credit hours) in a teaching field. It is highly recommended that students complete a minor certification endorsement of at least 20 credit hours in another field, as an additional minor certification endorsement enhances the opportunity for employment. Students who do not have an endorsement in a minor area must have at least 45 credit hours in their major.

Note: Check with the Office of Teacher Education Advising, E-206, for current Idaho requirements.

The major certification endorsements (secondary option degree programs) are described in the undergraduate catalog under each department. A listing of secondary options follows: Anthropology-Social Science, Art, Biology, Chemistry, Communication, Earth Science, Economics-Social Science, English, History, History-Social Science, Mathematics, Music, Physical Education, Physics, Political Science-Social Science, Sociology-Social Science, Theatre Arts.

Note: Minor certification endorsements are listed in the undergraduate catalog. Check with the Office of Teacher Education Advising, E-206, for the most current information regarding requirements for minor certification endorsements recognized by the State of Idaho.

--- continued ---

<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>TEACH-ED 581 Curriculum Planning and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>Content Area</td>
<td>9</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Professional Education Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods Course in the Major or Minor (must be graduate level to apply toward the Master's)</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 507 Content Literacy for Secondary Students with Diverse Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 408G Integrating Technology into Classroom Curricula</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 559 Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 405G Teaching Students with Exceptional Needs at the Secondary Level</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 506 Psychology in the Schools</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 509 Instructional Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 590 Practicum in School Practices</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 590 Practicum in Secondary Teaching</td>
<td>6</td>
</tr>
</tbody>
</table>

Culminating Activity

Option I: Project/Thesis

| TEACH-ED 551 Fundamentals of Educational Research | 3 |
| TEACH-ED 591 Project or TEACH-ED 593 Thesis | 6 |

Option II: Written Comprehensive Exam

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

TOTAL: 46-52

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>TEACH-ED 543 Early Childhood: Reading</td>
<td>3</td>
</tr>
<tr>
<td>Two of the following three courses:</td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 544 Early Childhood: Advanced Child Development</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 546 Early Childhood: Environments and Programs</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 547 Early Childhood: Language Acquisition and Development</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 590 Practicum: Early Childhood</td>
<td>2-4</td>
</tr>
</tbody>
</table>

Choose Option I or II:

I. Thesis/Project:

| TEACH-ED 551 Fundamentals of Educational Research | 3 |
| TEACH-ED 591 Project or TEACH-ED 593 Thesis | 3 |
| Approved electives | 5-7 |

II. Comprehensive Written Examination:

| TEACH-ED 559 Philosophy of Educational Research | 3 |
| or |
| TEACH-ED 551 Fundamentals of Educational Research | 3 |

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

Approved electives | 11-13 |

TOTAL: 33
### Master of Arts or Science in Education

<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>TEACH-ED 501 Foundations of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 502 Assessment and Instruction: Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 508 Practices in Literacy Improvement</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 504 Seminar in Reading Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Choose Option I or II:</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>I. Thesis/Project:</td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 551 Fundamentals of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 591 Project or TEACH-ED 593 Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Approved electives</td>
<td>6</td>
</tr>
<tr>
<td>II. Comprehensive Written Examination:</td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 559 Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 551 Fundamentals of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>Approved electives</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>Suggested electives:</strong></td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 450G Behavior Intervention Techniques</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 502 Diagnosis and Correction of Reading Problems</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 503 Clinic for Reading Specialists</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 505 Individual Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 506 Directed Research: Special Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

NOTE: Completion of the required courses in the Master of Arts in Education, Reading emphasis may not qualify the candidate 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, 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>TEACH-ED 514 Counseling/Consulting Skills for Educators</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 517 Seminar on Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 523 Emotionally Disturbed Child in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 534 Issues and Trends in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 590 Practicum: Special Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Choose Option I or II:</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td>I. Thesis/Project option:</td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 551 Fundamentals of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 591 Project or TEACH-ED 593 Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Approved electives</td>
<td>3</td>
</tr>
<tr>
<td>II. Comprehensive Written Examination:</td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 559 Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 551 Fundamentals of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>Approved electives</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

NOTE: Students selecting Option II must take a research class, which may be TEACH-ED 565 Interpreting Educational Research (1 credit) as part of Core or TEACH-ED 551 Fundamentals of Educational Research (3 credits).
**Master of Arts or Science in Education**

<table>
<thead>
<tr>
<th>Master of Arts in Education, Special Education Severe Disabilities (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved electives:</td>
</tr>
<tr>
<td>Suggested electives:</td>
</tr>
<tr>
<td>TEACH-ED 423G Teaching Students with Moderate and Severe Disabilities</td>
</tr>
<tr>
<td>TEACH-ED 450G Behavior Intervention Techniques</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Master of Science in Education, Educational Technology</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Requirements:</td>
<td></td>
</tr>
<tr>
<td>TEACH-ED 408G Integrating Technology into Classroom Curricula</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 524 Introduction to Education Technology</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 527 Instructional Design for Educators</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 528 The Internet for Educators</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 538 Instructional Courseware Design</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 551 Fundamentals of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 582 Instructional Theory</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 581 Project or TEACH-ED 583 Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

| Suggested Electives: |
| Students should take at least 6 credits of elective course work. |
| SOC 510 Conflict and Change in Socio-Cultural Systems              | 3 |
| TEACH-ED 581 Curriculum Planning and Implementation                | 3 |
| TEACH-ED 583 Selected Topics: Educational Technology               | 3 |
| TEACH-ED 525 Advanced Educational Psychology                        | 3 |
| TEACH-ED 562 School Organization & Finance                        | 1 |
| TEACH-ED 570 Issues in Education (3) with corequisite               | |
| TEACH-ED 563 Conflicting Values in Education (1)                    | 4 |
| TEACH-ED 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.
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 3.00 overall GPA or 3.00 in the last two years of study.

**Program Requirements**

<table>
<thead>
<tr>
<th>Planned Fifth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number and Title</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>All students will complete 30 credits including:</td>
</tr>
<tr>
<td>TEACH-ED 582 Instructional Theory</td>
</tr>
<tr>
<td>Graduate Core or two of the following courses:</td>
</tr>
<tr>
<td>TEACH-ED 551 Fundamentals of Educational Research</td>
</tr>
<tr>
<td>TEACH-ED 559 Philosophy of Education</td>
</tr>
<tr>
<td>TEACH-ED 581 Curriculum Planning and Implementation</td>
</tr>
<tr>
<td>Content Courses</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

— continued —
Teacher Certification

Students admitted to graduate programs in the College of Education who are also seeking secondary certification as a teacher must be admitted to the Teacher Education program in the Department of Educational Foundations, Technology, and Secondary Education or, if seeking elementary certification, be admitted to the Teacher Education program in the Department of Elementary Education and Specialized Studies. Students also must fulfill any competency requirements related to certification.

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.

TEACH-ED — TEACHER EDUCATION

TEACH-ED 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.

TEACH-ED 408G INTEGRATING TECHNOLOGY INTO CLASSROOM CURRICULA (3-0-3)(F,S). Students will develop classroom strategies for integrating computers and their peripherals, instructional software, and tool software (word processor, database, spreadsheet, hypermedia) into integrated lessons. Methods, strategies, concepts, and skills will be the focus of the class both in a lab and authentic educational settings. PREREQ: TEACH-ED 208, teaching experience, or PERM/INST.

TEACH-ED 423G TEACHING STUDENTS WITH MODERATE AND SEVERE DISABILITIES (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.

TEACH-ED 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.

TEACH-ED 463G INFANT EDUCATION (3-0-3)(S). 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. (admission to teacher education is waived for nonelementary education majors.)

TEACH-ED 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.

TEACH-ED 502 ASSESSMENT AND INSTRUCTION: READING DIFFICULTIES K-12 (3-0-3)(F,S/ SU). Diagnostic, standardized, and informal (performance-based) assessment procedures will be studied, evaluated, learned, and practiced. Instructional strategies for elementary and secondary students with reading difficulties will be learned and linked to assessment procedures. PREREQ: Admission to graduate program.

TEACH-ED 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.

TEACH-ED 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.

TEACH-ED 506 PSYCHOLOGY IN THE SCHOOLS (3-0-3)(F,S). This course provides students with an overview of those principles of psychology especially relevant to public school instruction. Topics include cognition, motivation, assessment theory and practice, and applications of learning theory. PREREQ: Admission to teacher education. COREQ: TEACH-ED 590 Practicum in School Practices (one credit).

TEACH-ED 507 CONTENT LITERACY FOR SECONDARY STUDENTS WITH DIVERSE LEARNING NEEDS (3-0-3). 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 in today's society (especially those considered "at-risk"). Field experiences may be available in this course. PREREQ: TEACH-ED 506. PREREQ or COREQ: TEACH-ED 509.

TEACH-ED 509 INSTRUCTIONAL THEORY AND PRACTICE FOR SECONDARY TEACHERS (3-0-3)(F,S). This course includes the study of research and theory about educational contexts, motivation, learning and development as they relate to models of instruction and secondary classroom practices. Students will learn to...
Master of Arts of Science in Education

plan and execute diverse and appropriate pedagogical methods to establish a positive learning environment, to assess student learning, and to analyze the effectiveness of instruction. Field experiences may be available in this course. PREREQ: Admission to teacher education. PREREQ or COREQ: TEACH-ED 506.

TEACH-ED 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.

TEACH-ED 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.

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

TEACH-ED 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.

TEACH-ED 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 related 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.

TEACH-ED 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 children and adults with special education needs. The course will include the theoretical and programmatic considerations of instructional design. The course may be useful to general education teachers who wish to gain some knowledge in dealing with students with special needs. PREREQ: TEACH-ED 431 or PERM/INST.

TEACH-ED 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.

TEACH-ED 517 SEMINAR IN SEVEREDISABILITIES (3-0-3)(S) (Offered odd-numbered years). This course is designed to facilitate student knowledge and skills relevant to providing services to individuals with severe disabilities. Special emphasis is placed on current trends and issues in the field. PREREQ: TEACH-ED 423 or PERM/INST.

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

TEACH-ED 519 ADVANCED STUDY OF CHILDREN'S LITERATURE (3-0-3)(F)(Offered odd-numbered 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.

TEACH-ED 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.

TEACH-ED 523 STUDENTS WITH EMOTIONAL AND/OR BEHAVIORAL DISABILITIES (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.

TEACH-ED 524 INTRODUCTION TO EDUCATIONAL TECHNOLOGY (3-0-3)(F/S). This course provides students with an overview of the field of Educational Technology with an emphasis on K-12 education. Students will identify helpful resources and standards, discuss ethical, legal, and human issues involving computing, and find and summarize major research findings and trends related to the use of technology in education.

TEACH-ED 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: PSYC 101 and TEACH-ED 225.

TEACH-ED 527 INSTRUCTIONAL DESIGN FOR EDUCATORS (3-0-3)(F/S). This course provides students with design principles based on both behaviorist and cognitive approaches. The course will help students understand how these principles apply to the content (conceptual and process) that they teach relative to the technologies (computers, video, audio, and text) that are available in public schools.

TEACH-ED 528 THE INTERNET FOR EDUCATORS (3-0-3)(S/SU). Students will access and use the Internet and its tools for remote information access and retrieval and multimedia/hypermedia publishing. Students will also identify and learn appropriate models for using the Internet in the classroom as well as collaborate in online work groups and build bodies of knowledge around topics based on Internet data sources.

TEACH-ED 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.

TEACH-ED 534 ISSUES & TRENDS IN SPECIAL EDUCATION (3-0-3)(S) (Offered even-numbered 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.

TEACH-ED 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: IPT 537.

TEACH-ED 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.

TEACH-ED 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.

TEACH-ED 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.

TEACH-ED 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.

TEACH-ED 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.

TEACH-ED 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 HLTHST or TEACH-ED but not both.

TEACH-ED 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.

TEACH-ED 553 IN-SERVICE TEACHER EDUCATION WORKSHOP (0-1-1 to 0-3-3). Available at special fee rate (approximately one-third of part-time education fee). Student must be an Idaho public school teacher or professional employee of an Idaho school district. Credit awarded is for professional development only and cannot be applied towards a degree program. Pass/fail.

TEACH-ED 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.

TEACH-ED 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.

TEACH-ED 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.

TEACH-ED 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.

TEACH-ED 563 CONFLICTING VALUES INFLUENCING EDUCATION (1-0-1) (S). 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: TEACH-ED 570.

TEACH-ED 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.

TEACH-ED 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: TEACH-ED 570.

TEACH-ED 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.

TEACH-ED 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.

TEACH-ED 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: TEACH-ED 570.

TEACH-ED 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.

TEACH-ED 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.

TEACH-ED 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.

TEACH-ED 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.
Master of Arts or Science in Education

TEACH-ED 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.

TEACH-ED 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.

TEACH-ED 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.

TEACH-ED 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.

TEACH-ED 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.

TEACH-ED 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.

TEACH-ED 583-589 SELECTED TOPICS.

TEACH-ED 590 PRACTICUM (Variable).

TEACH-ED 591 PROJECT (O-V-6).

TEACH-ED 593 THESIS (O-V-6).

Master of Science in Education, Mathematics

Department of Mathematics and Computer Science
Math/Geosciences Building, Room 235
Telephone 208-426-1172
FAX 208-426-1356
http://math.boisestate.edu
e-mail: office@math.boisestate.edu

Graduate Program Coordinator: Sharon Walen
Department Chair: Alan Hausrath

Full Graduate Faculty: Robert Anderson, Kathleen Ayers, Tomek Bartoszynski, James Buffenbarger, Phillip Eastman, Alex Feldman, 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 Lemet, Giles Maloof, Marion Scheepers, Robert Sulanke, Sharon Walen, Frederick Ward

Associate Graduate Faculty: Stephen Brill, Douglas Bullock, John Lusth, Katherine St. John

General Information

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

Degree Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1. Common Requirements:</td>
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<tr>
<td>A. Graduate Core</td>
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<tr>
<td>B. Mathematics Sequence</td>
<td>6</td>
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<tr>
<td>MATH 501-502 Real Analysis or MATH 541-542 Abstract Algebra</td>
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<tr>
<td>C. MATH 598 Seminar in Mathematics</td>
<td>3</td>
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<tr>
<td>D. Mathematics Electives</td>
<td>6</td>
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<td>E. A written examination over mathematics course work</td>
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<td></td>
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<td>2. One of the following three options:</td>
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<tr>
<td>A. Examination Option:</td>
<td></td>
</tr>
<tr>
<td>1. One additional graduate mathematics course, exclusive of MATH 503, 504, or 561</td>
<td>3</td>
</tr>
<tr>
<td>2. Free electives</td>
<td>6</td>
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<tr>
<td>3. An oral examination over all course work</td>
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<td>B. Project Option:</td>
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<tr>
<td>1. MATH 591 Mathematics Project</td>
<td>3</td>
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<tr>
<td>2. Free electives</td>
<td>9</td>
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### Master of Science in Education, Mathematics (continued)

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>C. Thesis Option:</td>
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<tr>
<td>1. MATH 593 Mathematics Thesis</td>
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<td>2. Free Electives</td>
<td>9</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30-33</strong></td>
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</tbody>
</table>

#### Course Offerings

**MATH — MATHEMATICS**

**MATH 456G LINEAR PROGRAMMING (4-0-4)(F)** (Offered on demand even-numbered years). Simplex algorithm, two-phase method, simplex algorithm for problems with bounded variables, duality theory, post-optimality analysis, network simplex method, and the transportation and assignment problems. PREREQ: MATH 301.

**MATH 480G MATHEMATICS IN SECONDARY SCHOOLS (3-0-3)(F).** Objectives, content, and methods of secondary school mathematics programs. PREREQ: Six hours of mathematics completed at or above the 300 level.

**MATH 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: MATH 302.

**MATH 501-502 REAL ANALYSIS I, II (3-0-3).** The real number system. Set theory and metric spaces. Sequences and series. Continuity of real functions. Differentiation. The Riemann-Stieltjes integral. Sequences and series of functions. PREREQ: MATH 314 or PERM/INST.

**MATH 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: MATH 302.

**MATH 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: MATH 311.

**MATH 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: MATH 302 or PERM/INST.

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

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

**MATH 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 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.

**MATH 561 MATHEMATICS FOR OPERATIONS RESEARCH (4-0-4)(F/5).** The mathematics techniques used to solve problems involving several variables. Linear systems, matrices, linear programming with the simplex method, differential and integral calculus with emphasis on applications in management decision situations. PREREQ: PERM/INST.

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

**MATH 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.

**MATH 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.

**MATH 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.

**MATH 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.

**MATHED MATHEMATICS FOR INSTRUCTION**

MATHED 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 MATHED 500 and MATHED 519 emphasize mathematical content and are suitable for teachers at all levels. Those courses labeled between MATHED 520 and MATHED 544 are designed particularly for secondary teachers; those labeled between MATHED 545 and MATHED 569 are directed to middle school teachers, and those labeled between MATHED 570 and MATHED 579 are for elementary school teachers, but in each case teachers practicing at any level may enroll.
Master of Arts of Science in Education

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

MATHED 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.

MATHED 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.

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

Master of Arts in English

Department of English
Liberal Arts Building, Room 228
Telephone: 208 426-1246
FAX 208 426-4373
http://www.boisestate.edu/english/grad
e-mail: jwidmayer@boisestate.edu

Graduate Program Coordinator: Jan Widmayer
Department Chair: Chaman Sahni
Full Graduate Faculty: Bruce Ballenger, John Battalio, Dale Boyer, Devan Cook, Charles G. Davis, Jon P. Dayley, Charles Guilford, Daryl Jones, Richard Leahy, Helen Lojek, James H. Maguire, Mike Markel, Carol A. Martin, Sean O'Grady, Michelle Payne, Bruce Robbins, Mary Ellen Ryder, Chaman Sahni, Rena Sanderson, R. Ken Sanderson, Tom Trusky, Karen Uehling, Jan Widmayer, Mitchell Wieland, Linda Marie Zaerr, Driek Zirinsky
Associate Graduate Faculty: James Frost, James Hadden, Robert Olmstead, Louis Simon

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

The Master of Arts degree in English enables candidates to emphasize study in English and American Literature, English Education, and Rhetoric and Composition. A Master of Arts degree in Technical Communication and a Master of Fine Arts in Creative Writing are also available from the Department of English. Information about these degrees can be found under their own headings.

The Department of English, in response to Boise State University's goals, provides excellent computer labs, including three administered by the Department itself, for word processing, desktop publishing, and network access to on-line resources and information about library holdings in the United States and abroad.

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

The Department of English offers a number of Graduate Assistantships in teaching, tutoring, and editing. The assistantships include waivers of tuition and fees, resident or non-resident. Complete applications are due February 15 for priority consideration. More detailed information is available from the Director of Graduate Studies in English.
### Application and Admission Requirements

To be considered for regular status as a graduate student in the Department of English, an applicant must meet general Graduate College requirements (which include requesting that official transcripts from all institutions previously attended be sent to the Graduate Admissions Office, MGMT 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 GPA 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. 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>
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<tbody>
<tr>
<td><strong>Core Requirements:</strong></td>
<td></td>
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<tr>
<td>ENGL 500 Seminar in English Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 561 Theories of Rhetoric and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 510 Seminar in Major American or English Writer</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 530 Studies in a Literary Period</td>
<td>6</td>
</tr>
<tr>
<td><strong>Candidates must take at least two period courses. One of these must be in medieval through eighteenth-century literature and one in nineteenth-or twentieth-century literature. Courses will be offered in the following periods:</strong></td>
<td></td>
</tr>
<tr>
<td>Studies in Medieval English Literature</td>
<td></td>
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<tr>
<td>Studies in Renaissance Literature</td>
<td></td>
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<tr>
<td>Studies in Restoration and Eighteenth-Century Literature</td>
<td></td>
</tr>
<tr>
<td>Studies in English Romanticism</td>
<td></td>
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<tr>
<td>Studies in Victorian Literature</td>
<td></td>
</tr>
<tr>
<td>Studies in Twentieth-Century English Literature</td>
<td></td>
</tr>
</tbody>
</table>

### Master of Arts in English (continued)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 598 Seminar for Teaching Assistants</td>
<td>3</td>
</tr>
<tr>
<td><strong>This seminar is required and reserved exclusively for teaching assistants to be completed the first semester of the appointment.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Culminating Activity:</strong></td>
<td></td>
</tr>
<tr>
<td>A comprehensive written examination, followed by a one-hour oral examination, both consisting chiefly of questions covering the general history of English and American literature, not merely the courses taken by a candidate. No credit hours are granted for taking the examination. OR Students not taking the comprehensive examination should register for ENGL 591 Project or ENGL 593 Thesis in their final semester to receive the three hours credit for a completed project or thesis that applies to the 33 credit hour minimum required for the degree.</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Information:</strong></td>
<td></td>
</tr>
<tr>
<td>A maximum of six (6) credits in ENGL 400G courses may be applied toward graduation requirements. A combined total of three credits in ENGL 590 (Practicum/Internship), ENGL 595 (Readings and Conference), and ENGL 596 (Directed Research) may be applied toward graduation requirements with the approval of the Graduate Director and the Department Chair. No credits taken outside the English Department may be applied toward graduation requirements.</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>33</td>
</tr>
</tbody>
</table>

### Course Offerings

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

**ENGL — ENGLISH**

**ENGL 401G ADVANCED NONFICTION WRITING (3-0-3)(F/S).** Advanced practice in nonfiction genres, and study of how writers read and learn from other writers. Experimentation with subjects, voice, organization, and style. Students may take the course twice, for a total of 6 credits. Students seeking graduate credit will produce a greater quantity and higher quality of original work, will have a separate and
Master of Arts in English

more extensive reading list, and will be expected to participate more fully in class activities. PREREQ: ENGL 201.

ENGL 406G ADVANCED POETRY WRITING (3-0-3)(S).
Advanced practice in poetry writing, and the study of how poets read and learn from other poets. May be repeated for nine credit hours. Students seeking graduate credit will produce a greater quantity and higher quality of original work, will have a separate and more extensive reading list, and will be expected to participate more fully in class activities. PREREQ: ENGL 205 or PERM/INST.

ENGL 407G ADVANCED FICTION WRITING (3-0-3)(F).
Exploration of narrative technique, dialogue form, and the short story. Students seeking graduate credit will produce a greater quantity and higher quality of original work, will have a separate and more extensive reading list, and will be expected to participate more fully in class activities. Recommended: ENGL 206. May be repeated for nine credit hours.

ENGL 412G WOMEN WRITERS (3-0-3)(F/S)(Alternate years).
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. PREREQ: 3 credits of literature or PERM/INST.

ENGL 500 SEMINAR IN ENGLISH STUDIES (3-0-3)(F/S). An orientation to graduate study in English, with particular focus on research techniques, methods of bibliography, and methods of critical analysis. PREREQ: Admission to graduate program or PERM/CHAIR.

ENGL 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: ENGL 301, ENGL 500, and teaching experience or PERM/CHAIR.

ENGL 505 LINGUISTICS (3-0-3)(F/S)(Alternate years). 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. PREREQ: LING 305 or equivalent or PERM/CHAIR.

ENGL 510 SEMINAR IN MAJOR AMERICAN OR ENGLISH WRITER (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. (Repeatable for credit)

ENGL 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. (Repeatable for credit.)

ENGL 530 STUDIES IN A LITERARY 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. (Repeatable for credit.)

ENGL 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. (Repeatable for credit.)

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

ENGL 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.

ENGL 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. (Repeatable for credit.)

ENGL 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: ENGL 102, two literature courses or PERM/CHAIR.

ENGL 582 SELECTED TOPICS IN TEACHING ENGLISH LANGUAGE ARTS (3-0-3)(F/S)(Alternate years). 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. PREREQ: ENGL 301 or ENGL 381 or ENGL 481 or teaching experience or PERM/INST.

ENGL 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: LING 305.

ENGL 588 SURVEY OF CRITICAL THEORY (3-0-3)(F/S). A survey of major contemporary theories of literary criticism and their effects on literary studies.

ENGL 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.

ENGL 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.

ENGL 598 SEMINAR FOR TEACHING ASSISTANTS (3-0-3)(F). An exposure to writing theory and practice, the teaching community, and the Department's English Composition courses for first semester
Master of Science in Exercise and Sport Studies

Department of Health, Physical Education and Recreation
Gymnasium, Room 209
Telephone 208 426-3709
FAX 208 426-1894
e-mail: rpleiffer@boisestate.edu

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

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.
2. A baccalaureate degree has been granted from an accredited institution.
3. A minimum cumulative grade point average of 3.0 on a 4.0 scale, and at least a 3.0 GPA for the last sixty credits 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>Core Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE REQUIREMENTS</td>
<td>15</td>
</tr>
<tr>
<td>PE 500 Functional Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>PE 510 Physiology of Activity</td>
<td>3</td>
</tr>
<tr>
<td>PE 520 Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>PE 530 Psychology of Exercise &amp; Sport</td>
<td>3</td>
</tr>
<tr>
<td>PE 550 Motor Learning</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Tools</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 551 Research Design in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>or TEACH-ED 551 Fundamentals of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>PE 552 Statistical Methods in Physical Education</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 306G &amp; 308G Human Growth &amp; Motor Learning &amp; Lab</td>
<td>3</td>
</tr>
<tr>
<td>PE 310G &amp; 312G Exercise Physiology &amp; Lab</td>
<td>3</td>
</tr>
<tr>
<td>PE 351G &amp; 352G Kinesiology &amp; Lab</td>
<td>3</td>
</tr>
<tr>
<td>PE 401G Psy/Soc Aspects of Activity</td>
<td>3</td>
</tr>
<tr>
<td>PE 515 Exercise Physiology Lab</td>
<td>3</td>
</tr>
<tr>
<td>PE 525 Mechanical Analysis of Motor Activities</td>
<td>3</td>
</tr>
<tr>
<td>PE 536 Sociology of Exercise &amp; Sport</td>
<td>3</td>
</tr>
<tr>
<td>PE 540 Applied Principles of Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>PE 545 Exercise Testing &amp; Prescription</td>
<td>3</td>
</tr>
<tr>
<td>PE 550 Philosophy of Exercise &amp; Sport</td>
<td>3</td>
</tr>
<tr>
<td>PE 570 Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>PE 575 Computers in Exercise &amp; Sport</td>
<td>3</td>
</tr>
</tbody>
</table>

— continued —
### 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 306G.

**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 (2-2-2)(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. COREQ: PE 312G.

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

**PE 351G KINESIOLOGY (2-2-2)(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, religious, 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 will be included.

**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 both qualitative and quantitative techniques.

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

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

**PE 535 SOCIOLOGY OF EXERCISE AND SPORT (3-0-3).** A study of the relationships among sport and other facets of society, including social organization, group behavior and social interaction patterns.

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

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

**PE 550 PHILOSOPHY OF EXERCISE AND SPORT (3-0-3).** A study of the philosophical foundations underlying exercise and sport. Topics include values development, design and evaluation of individual and program philosophy and goal structuring.

**PE 551 RESEARCH DESIGN IN PHYSICAL EDUCATION (3-0-3).** Includes critical analysis of published research in terms of research design, statistical procedures, concepts of validity, experimentation and control; classification of various research methods; various types of research problems; and the relevant attributes of experimental designs.

**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 PSYC 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 MPH/HEC 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

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**Master of Science in Exercise and Sport Studies**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 580 Selected Topics in Applied Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PE 590 Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PE 595 Directed Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>THESIS OPTION</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>PE 593 Research &amp; Thesis</td>
<td>3-6</td>
</tr>
<tr>
<td>or <strong>NON-THESIS OPTION</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>PE 591 Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL** 36

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.
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 (0-9-3).** 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.

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**Master of Physical Education in Athletic Administration**

Department of Health, Physical Education and Recreation Gymnasium, Room 209 Telephone: 208 426-3709 FAX 208 426-1894 e-mail: rpfeiff@boisestate.edu

**Graduate Program Coordinator:** Ron Pfeiffer  
**Department Chair:** Ross Vaughn

**Full Graduate Faculty:** Sherman Button, Chad Harris, Werner Hoeger, Bill Kozar, John McChesney, Linda Petlichkoff, Ron Pfeiffer, Glenn Potter, Ross Vaughn  
**Associate Graduate Faculty:** Kenneth Bell, Cailie Spear, Connie Thorngren  
**Idaho State University Graduate Faculty:** Mike Lester, Marcia Lloyd, Gerard Lyons, Cynthia Pemberton

**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.**

   Courses from both institutions that are offered in Boise will be printed in the BSU Directory of Classes after Physical Education courses and listed under a separate and distinct heading of "Athletic Administration (ATHLADM)". Under the title of each course it will be stated that the course is part of the ISU Cooperative Athletic Administration Program.

2. ISU Graduate Faculty should formally advise all students. A BSU student may request an advisor from ISU. The ISU SSDPED Graduate Program Coordinator must approve this request.

3. ISU Graduate Faculty should chair all projects, thesis, and comprehensive exam committees. A BSU student may request that a BSU Graduate Faculty member serve as major advisor. This request must be approved by the ISU SSDPED Graduate Program Coordinator. BSU faculty who hold At-Large Graduate Faculty status at ISU may serve as committee members and upon request will submit comprehensive examination questions and participate in the evaluation of same.

**Application and Admission Requirements**

Students will register at Boise State University for all ISU and BSU courses taken in Boise in accordance with the procedures stated in the BSU Directory of Classes.

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 ISU 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.
Master of Physical Education in Athletic Administration

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>ATHLADM 505 (PE 605) Leadership &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>ATHLADM 515 or PE 550 (PE 615) Philosophy of Athletics</td>
<td>3</td>
</tr>
<tr>
<td>ATHLADM 531 (PE 631) Athletics &amp; the Law</td>
<td>3</td>
</tr>
<tr>
<td>ATHLADM 535 (PE 635) Management of Athletics</td>
<td>3</td>
</tr>
<tr>
<td>ATHLADM 540 or PE 551 (PE 640) Research &amp; Writing</td>
<td>3</td>
</tr>
<tr>
<td>ATHLADM 549 (PE 649) Issues in Administration</td>
<td>3</td>
</tr>
<tr>
<td>THESIS OPTION</td>
<td></td>
</tr>
<tr>
<td>ATHLADM 550 (PE 650) Thesis</td>
<td>1-6</td>
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<tr>
<td>Approved Electives</td>
<td>6</td>
</tr>
<tr>
<td>NON-THESIS OPTION</td>
<td></td>
</tr>
<tr>
<td>ATHLADM 510 (PE 610) Advanced Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or PE 530 Psychology of Exercise and Sport</td>
<td></td>
</tr>
<tr>
<td>ATHLADM 545 (PE 645) Sports Medicine</td>
<td>3</td>
</tr>
<tr>
<td>Approved Electives</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>30-33</td>
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</tbody>
</table>

Master of Fine Arts in Creative Writing

Department of English
Liberal Arts Building, Room 228
Telephone 208-426-1246
FAX 208-426-4373
http://www.boisestate.edu/english/grad
e-mail: rolmstea@boisestate.edu

M.F.A. Program Coordinator: Robert Olmstead
Graduate Program Coordinator: Jan Widmayer
Department Chair: Chaman Sahni
Full Graduate Faculty: Bruce Ballenger, John Battalio, Dale Boyer, Devan Cook, Charles G. Davis, John P. Dayley, Charles Guilford, Daryl Jones, Richard Leahy, Helen Lojek, James H. Maguire, Mike Markel, Carol A. Martin, Jean O’Grady, Michelle Payne, Bruce Robbins, Mary Ellen Ryder, Chaman Sahni, Rena Sanderson, R. Ken Sanderson, Tom Trusky, Karen Uehling, Jan Widmayer, Mitchell Wieland, Linda Marie Zier, Driek Zirinsky
Associate Graduate Faculty: James Frost, James Hadden, Robert Olmstead, Louis Simon

General Information

The program offers maximum flexibility for writers seeking a place to focus on their craft. Students pursuing the degree specialize in either fiction, poetry, or creative nonfiction and work closely with the creative writing faculty in workshop and conference settings.

The M.F.A. in Creative Writing is a solid terminal degree that qualifies the writer to teach both literature and writing. For writers seeking to eventually teach, we offer course work in form and theory and the teaching of creative writing, as well as invaluable teaching experience in the creative writing classroom.

Our M.F.A. publication, The Idaho Review, offers a chance for students to work on a national literary journal, either as graduate assistants or through course credit or internship. Another publication, cold drill, is run entirely by M.F.A. students, and offers extensive experience in designing, managing, and editing a literary magazine. Students can also gain editing experience working for Ahsahta Press, a nationally recognized publisher of poetry. Established in 1974, Ahsahta Press publishes up to three volumes each academic year. Our book arts program offers additional opportunities in design and publishing.

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

The Department of English offers a number of Graduate Assistantships. These assistantships include waivers of tuition and fees, resident or non-resident. Complete applications are due February 15 for priority consideration.
Application and Admission Requirements

To be considered for regular status as a graduate student in the Department of English M.F.A. in Creative Writing, 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, 1910 University Drive, Boise, Idaho 83725) and the following department requirements:

1. A writing sample consisting of thirty manuscript pages of fiction or nonfiction or fifteen poems, sent directly to the Director of Creative Writing.
2. 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 M.F.A. program.
3. Three letters of recommendation from people who know the applicant's academic work, sent directly to the Director of Creative Writing.
4. A GPA of at least 3.0 for the last sixty semester credit hours of undergraduate work.
5. 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.

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. For more in-depth information, please visit our web site.

Degree Requirements

To satisfy the requirements of the M.F.A. in Creative Writing, students must complete a book-length thesis project of either fiction, nonfiction, or poetry. Students should register for ENGL 599 Thesis in their final two semesters to receive six credit hours for a completed thesis that applies to the 48 credit hour minimum required for the degree.

--- continued ---

<table>
<thead>
<tr>
<th>Master of Fine Arts in Creative Writing</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Offerings</td>
<td></td>
</tr>
<tr>
<td>Required Electives:</td>
<td>3</td>
</tr>
<tr>
<td>One course selected from:</td>
<td></td>
</tr>
<tr>
<td>ENGL 502 Teaching Fiction, Nonfiction, and Poetry Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 508 Writing, Editing, and Designing for Professional Advancement</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 509 Book Arts</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 526 Form and Theory of Fiction, Nonfiction, and Poetry Writing</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>48</td>
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</tbody>
</table>

Master of Fine Arts in Creative Writing (continued)

ENGL 401G ADVANCED NONFICTION WRITING (3-0-3) (F/S). Advanced practice in nonfiction genres, and study of how writers read and learn from other writers. Experimentation with subjects, voice, organization, and style. Students may take the course twice, for a total of six credits. Students seeking graduate credit will produce a greater quantity and higher quality of original work, will have a separate and more extensive reading list, and will be expected to participate more fully in class activities. PREREQ: ENGL 201.

ENGL 405G DOCUMENT PRODUCTION (3-0-3) (F/S). Study and application of the principles of producing effective technical documents. Topics include the relationship between page layout and readability, techniques for combining textual and nontextual information, and the use of word processing and technical graphics software. The course will be taught as a workshop, and students will produce basic technical documents, such as brochures, data sheets, flyers, reports, and manuals on personal computers. Students seeking graduate credit will produce a greater quantity and higher quality of original work, will have a separate and more extensive reading list, and will be expected to participate more fully in class activities. PREREQ: ENGL 403 or PERM/INST.

ENGL 406G ADVANCED POETRY WRITING (3-0-3) (F). Advanced practice in poetry writing, and the study of how poets read and learn from other poets. May be repeated for nine credit hours. Students seeking graduate credit will produce a greater quantity and higher quality of original work, will have a separate and more extensive reading list, and will be expected to participate more fully in class activities. PREREQ: ENGL 205 or PERM/INST.

ENGL 407G ADVANCED FICTION WRITING (3-0-3) (F). Exploration of narrative technique, dialogue form, and the short story. Students seeking graduate credit will produce a greater quantity and higher quality of original work, will have a separate and more extensive reading list, and will be expected to participate more fully in class activities. Recommended: ENGL 206. May be repeated for nine credit hours.

ENGL 502 TEACHING FICTION, NONFICTION, AND POETRY WRITING (3-0-3) (F). Theories and practices for teaching secondary school students, college students, and others how to write in genres such as poetry, fiction, and essay or article. Emphasis is on teaching in classroom and workshop settings. PREREQ: Admission to program or PERM/INST.
Master of Fine Arts in Creative Writing

ENGL 508 WRITING, EDITING, AND DESIGNING FOR PROFESSIONAL ADVANCEMENT (3-0-3)(F). A writing course which studies literary journals, trade journals, and little magazines, and which looks at tradebook and electronic publication with the intention of preparing students how to write, design, and submit manuscripts, as well as how to prepare professional resumes and letters of application. PREREQ: Admission to program or PERM/INST.

ENGL 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: ENGL 309 or PERM/INST.

ENGL 525 FICTION, NONFICTION, AND POETRY WRITING WORKSHOP (3-0-3)(F). An advanced workshop in fiction, nonfiction, and poetry. Students will study the form and theory of poetry, nonfiction, and fiction from the perspective of practicing writers and will apply these principles to the analysis and criticism of one another's work. Students must declare themselves for fiction, nonfiction, or poetry. PREREQ: Admission to program or PERM/INST.

ENGL 526 FORM AND THEORY OF FICTION, NONFICTION, OR POETRY (3-0-3)(S). An intensive study of aspects of craft in fiction, nonfiction, or poetry genres. Course will encourage students to reflect on and experiment with particular methods, approaches, and techniques in particular genres and explore their aesthetic effects. PREREQ: Admission to program or PERM/INST.

ENGL 593 THESIS (V-0-V). M.F.A. candidates required to take six hours. Preparation and completion of a novel or book length collection of short stories, poems, and essays suitable for publication. PREREQ: Admission to candidacy and approval of the student's graduate committee.

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

ENGL 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.

Master of Fine Arts, Visual Arts

Department of Art
Liberal Arts Building, Room 252
Telephone 208 426-1230 or 426-4070
FAX 208 426-1243
http://www.boisestate.edu/art/arthom7.html
E-mail: creagle@boisestate.edu

Graduate Program Coordinator: George Roberts
Department Chair: Gary Rosine
Full Graduate Faculty: Jim Blankenship, Donald Douglass, Heather Hanlon, George Roberts, Gary Rosine, Cheryl Shurtleff-Young, John Tye, Ron Taylor, Richard Young
Associate Graduate Faculty: Stephanie Bacon, James Budde, Felix Heap, Karen Kosasa, Lee Ann Turner
Adjunct Graduate Faculty: Gaye Hoopes

General Information

The Department of Art offers a minimum two year, full time Master of Fine Arts degree program in painting, drawing, printmaking, and ceramics. The degree requires 60 total credits distributed as follows: 8 credits in Art History, 24 credits in the studio major, 12 credits in the studio elective, 6 credits of general electives, 9 credits in seminar and thesis.

Students admitted to the program will be provided with private or semi-private studio space. Graduate faculty will schedule regular studio visits and consultations.

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.

Teaching Assistantships are available for full-time students. Assistantships include an out-of-state tuition waiver, in-state fee waiver, and a stipend. Assistants 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 must be received by April 1. To receive an application, please submit your request to: Graduate Studies, Department of Art, Boise State University, 1910 University Drive, Boise, ID 83725.

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>
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<tbody>
<tr>
<td>Art History</td>
<td>9</td>
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<tr>
<td>A combination of undergraduate and graduate credits to total 21 credits.</td>
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<tr>
<td>Studio Courses</td>
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<tr>
<td>A. Studio major</td>
<td>24</td>
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<tr>
<td>B. Studio electives</td>
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<tr>
<td>Studio electives are intended to: 1) strengthen and enhance the student's art experience; 2) to broaden the student's employment potential.</td>
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<tr>
<td>Seminar and Thesis</td>
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<tr>
<td>General electives</td>
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Sequence of the Program

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FIRST YEAR

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<th>Course Number and Title</th>
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<td>Studio Major</td>
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<td>General Elective</td>
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SECOND YEAR

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<td>Studio Major</td>
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<tr>
<td>Seminar Thesis</td>
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<td>TOTAL</td>
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</tbody>
</table>

Course Offerings

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

ART — ART

ART 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.

ART 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.


ART 337G ART OF ANCIENT ITALY (3-0-3)(F/S)(Alternate Years). A survey of the art and architecture of ancient Italy from the time of the Etruscans through the Roman Republic and Imperial Periods (1100-330 AD), with emphasis on the artistic achievements of the Roman Empire. Recommended: ART 201.

ART 338G MEDIEVAL ART (3-0-3)(F/S)(Alternate Years). A survey of the art and architecture of the Medieval world (5th-15th centuries AD) including Byzantine Greece and Turkey, the Islamic Near East and Spain, and Europe from the time of the migrations through the Carolingian, Ottonian, Romanesque, and Gothic periods. Recommended: ART 201.

ART 352G ART OF CHINA (3-0-3)(F/S)(Alternate Years). A survey of the art and architecture of China from the earliest times to the end of the Ch'ing Dynasty. Emphasis will be placed on the relationship of Chinese art to native and foreign philosophies and religions.

ART 354G NORTHERN RENAISSANCE ART (3-0-3)(F/S) (Alternate Years). An examination of painting, sculpture, architecture, and decorative arts of the Netherlands, France, England, and Germany from 1400-1650 and the role these arts played in the culture that produced them. Recommended: ART 202.

ART 355G ITALIAN RENAISSANCE ART (3-0-3)(F/S) (Alternate Years). A survey of the key artistic monuments in Renaissance Italy (1200-1600 AD), from the work of Cimabue to that of Caravaggio. Recommended: ART 202.

ART 356G ART OF INDIA (3-0-3)(F/S)(Alternate Years). A survey of the art and architecture of India from the earliest times until the end of the Mughal period, emphasizing artistic expression as a reflection of the general culture and religion.

ART 357G ART OF JAPAN (3-0-3)(F/S)(Alternate Years). A survey of the traditional arts of Japan from the earliest times until the first influences of Western culture, including painting, sculpture, architecture, calligraphy, prints, and ceramics.

ART 358G HISTORY OF FAR EASTERN ART (3-0-3)(F/S) (Alternate Years). A survey of the arts of India, China, Korea, Japan, Tibet and Southeast Asia, as they developed from the earliest times until the first influences of Western culture.

ART 359G PRE-COLUMBIAN ART (3-0-3)(F/S) (Alternate Years). A survey of the Middle American art of the Olmecs, Mayans, Southwestern, and Aztecs from ancient times until the arrival of the Spanish in the 16th century.

ART 365G BAROQUE ART (3-0-3)(F/S)(Alternate Years). A survey of European visual culture during the last sixteenth and seventeenth centuries. Emphasis will be placed on the relationship of the arts to such concurrent events as the exploration and expansion into the New World, urban growth, the development of nation-states, and religious controversy. Recommended: ART 202.

ART 366G EIGHTEENTH CENTURY ART (3-0-3)(F/S) (Alternate Years). A survey of the art of the Enlightenment from the time of Louis XIV through the Napoleonic Wars. Emphasis will be placed on the relationship between eighteenth century visual culture and developments in science, philosophy, and the changing political
Master of Fine Arts, Visual Arts

and social ideologies of the newly industrial nations of Europe and North America. Recommended: ART 102.

ART 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 ART 302 prior to ART 371G.

ART 451G CONTEMPORARY CONCEPTS IN ART (3-0-3) (F/S) (Alternate Years). An exploration of contemporary art in the context of current theoretical concepts. The pluralistic nature of art during the postmodern era will be emphasized and recent developments in criticism will be introduced. Critical writings will be assigned. PREREQ: ART 302 or ART 371 or PERM/INST.

ART 580-589 SERIES SELECTED TOPICS (V-0-V). Media specific studio courses taught by the graduate faculty. Students will have an opportunity to have their art work analyzed and critiqued by practicing fine art professionals. PREREQ: The following courses are reserved for matriculated graduate MA and MFA art students. Exceptions may be allowed by special permission of the course instructor and the director of the program.

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

ART 590 PRACTICUM/INTERNSHIP (3-0-3). This course is designed primarily for students intending to teach at the college level. Assisting in the preparation and teaching of one or more studio courses; minimum of six contact hours per week required. PREREQ: Consent of instructor and Graduate Program Coordinator.

ART 593 THESIS (V-V-6). The presentation of research or creative activity that demonstrates the student's ability to conduct an independent investigation, collect and analyze data, apply critical and creative thinking and present the results in a clearly written and scholarly manner. Graded A through F or Pass/Fail.

ART 596 DIRECTED RESEARCH
ART 597 SPECIAL TOPICS
ART 598 SEMINAR IN ART (3-0-3) (S). Small group meetings for the exchange of ideas, debate of issues, or presentation of research.

Master of Science in Geology

Department of Geosciences
Math/Geosciences Building, Room 225
Telephone 208 426-1581 or 426-1631
FAX 208 426-4061
http://earth.boisestate.edu
e-mail: cjnorth@boisestate.edu

Graduate Program Coordinator: C. J. Northrup
Department Chair: Paul R. Donaldson
Full Graduate Faculty: 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, C. J. Northrup
Adjunct Graduate Faculty: Warren Barrash,
Elton D. Bentley (Emeritus), William P. Clement,
Thomas M. Clemo, Vladimir I. Daydov, Mary Donato,
Virginia Gillerman, Michael D. Knoll, Mitchell W. Lyle,
H. Gregory McDonald, Verne Oberbeck, James Osienisky,
Kurt L. Otter, 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.

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

A partial list of general 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 stratigraphy 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.boisestate.edu and to the home pages for research units with the department; the Center for Geophysical Research of the Shallow Subsurface (CGISS) and the Permain 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 3.0 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 cjnorth@boisestate.edu or http://earth.boisestate.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>Master of Science in Geology (continued)</th>
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<tbody>
<tr>
<td><strong>Course</strong></td>
</tr>
<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>
</tr>
<tr>
<td>The following courses are mandatory for the first year in residence for all students:</td>
</tr>
<tr>
<td>GEOL 597 Graduate Orientation</td>
</tr>
<tr>
<td>GEOL 597 Graduate Field Geology</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>
</tr>
<tr>
<td>GEOL 598 Graduate Seminar</td>
</tr>
<tr>
<td>A maximum of 6 graduate thesis credits may be applied towards graduation.</td>
</tr>
<tr>
<td>GEOL 593 Thesis</td>
</tr>
</tbody>
</table>

**Course Offerings**

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

**GEOL—GEOLOGY**

GEOL 403G ENGINEERING GEOLOGY (2-3-3) (S) (Alternate years) (Field trip required). Introduction to soil and rock mechanics. Slope stability analysis. Surface and subsurface exploration of sites. Geotechnical and geophysical considerations for construction projects. Current applications of geology to engineering projects. PREREQ: GEOL 280, PHYS 112 or PHYS 211, GEOL 323, or PERM/INST.

GEOL 412G HYDROGEOLOGY (3-0-2) (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: GEOL 101, MATH 170-171.

GEOL 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: GEOL 412, MATH 170-171.

GEOL 451G PETROLEUM GEOLOGY (2-3-3) (F/S) (Odd 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: GEOL 310, 314.

GEOL 450G GEOLOGY OF NATIONAL PARKS (3-0-3) (S) (Alternate years). 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: GEOL 102.

GEOL 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.

GEOL 460G VOLCANOLOGY (2-0-2) (F/S) (Alternate years) (Field trip). 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 this course for graduate credit. PREREQ GEOL 323.

TOTAL 30
Master of Science in Geology

GEOL 471G REGIONAL FIELD STUDY (1, 2, or 3 CR) (F/S/ST). 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: GEOL 102 or PERM/INST.

GEOL 502 GREAT MYSTERIES OF THE EARTH (3-0-3) (F). The earth abounds with mysteries that are seemingly related to natural phenomena. Lost continents, UFOs, 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.

GEOL 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: GEOL 221 or PHYS 220.

GEOL 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: GEOL 310, GEOL 314, GEOL 323 and GEOL 324 or PERM/INST.

GEOL 523 ADVANCED IGNEOUS PETROLOGY (3-0-3) (S) (Offered odd-numbered 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: GEOL 323, GEOL 324, CHEM 111.

GEOL 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.

GEOL 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.


GEOL 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.

GEOL 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:

- GEOL 597 MINERAL RESOURCES, GEOLOGY AND THE ENVIRONMENT
- GEOL 597 PRINCIPLES OF SOIL SCIENCE
- GEOL 597 RESEARCH TOPICS IN GEOTECTONICS
- GEOL 597 APPLIED GEOHYDROLOGIC CONCEPTS
- GEOL 597 ECONOMIC EVALUATION OF MINERAL RESOURCES
- GEOL 597 BIOSTRATIGRAPHY, GRAPHIC CORRELATION
- GEOL 597 TECTONIC EVOLUTION OF THE URAL MOUNTAINS
- GEOL 597 AUTOCAD APPLICATIONS IN GEOLOGY
- GEOL 597 ADVANCED STRATIGRAPHY
- GEOL 597 CRUSTAL LITHOLOGY AND TECTONICS
- GEOL 597 QUATERNARY GEOLOGY
- GEOL 597 GRADUATE ORIENTATION
- GEOL 597 GRADUATE FIELD GEOLOGY

GEOL 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-ISU 548 Research Problems
- GEOL-ISU 550 Thesis

University of Idaho Courses:
- HYDRO-UI 502 Directed Study (Hydrology)
- HYDRO-UI 569 Contaminant Hydrology
- HYDRO-UI 577 Computer Applications in Geohydrology

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

Department of Geosciences
Math/Geosciences Building, Room 225
Telephone 208 426-1631
FAX 208 426-1061
e-mail: vgarrett@boisestate.edu

Graduate Program Coordinator: John R. Pelton
Department Chair: Paul R. Donaldson
Full Graduate Faculty: 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, C. J. Northrup
Adjunct Graduate Faculty: Warren Barrash, Elton B. Bentley
(Emeritus), William P. Clement, Thomas M. Clemo,
Mary M. Donato, Virginia Gillerman, Michael D. Knoll,
Mitchell W. Lyle, Mark Seyfried, 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 interrelationship of geophysics with other scientific and engineering disciplines;
- oral and written technical communication;
- project management and teamwork;
- an introduction to the geoscience profession beyond the classroom including the establishment of professional contacts.

Achievement of these educational objectives requires that a graduate 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.

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 documents required by the admission procedure by February 1 of any given year will be considered for a state appropriated or endowed graduate assistantship to start the following fall semester; notification of successful applicants will be during March and April. Information on graduate assistantships funded by research grants and contracts is available from the Coordinator of the geophysics graduate program.

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

Application and Admission Requirements
Applicants should have a B.S. or equivalent degree from an accredited institution in one of the following fields: geophysics,
Master of Science in 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) 426-3640 or email: jrp@cgiss.boisestate.edu.

Degree Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit Requirements:</strong> The BSU Master of Science in Geophysics requires 30 semester credits distributed as follows:</td>
<td></td>
</tr>
<tr>
<td>A. GEOPH 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. GEOPH 593 Thesis (Pass/Fail)</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

Credit Requirements:
All 30 credits must be taken for a letter grade, except for GEOPH 593 Thesis credit which will be graded Pass/Fail. On-campus geophysics graduate students are required to take geophysics graduate seminar (GEOPH 598) for a letter grade whenever it is offered. Credit for GEOPH 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.

GEOPH — GEOPHYSICS

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

GEOPH 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: MATH 275, MATH 333, PHYS 212, or PERM/INST.

GEOPH 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 GEOPH 455, GEOPH 460, or GEOPH 465 as appropriate. PREREQ: GEOPH 303 or PERM/INST.

GEOPH 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: GEOPH 305 or PERM/INST.

GEOPH 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: GEOPH 301 or GEOPH 305 or PERM/INST.

GEOPH 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. Geophysical 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: GEOPH 301 or GEOPH 305 or PERM/INST.

GEOPH 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.

GEOPH 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: GEOPH 465 or GEOPH 565.

GEOPH 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: GEOPH 301, GEOPH 410.


GEOPH 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: GEOL 101, GEOPH 303 or PERM/INST.

GEOPH 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: GEOL 101, GEOPH 303 or PERM/INST.

GEOPH 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: GEOL 101, GEOPH 303 or PERM/INST.

GEOPH 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: GEOPH 301 or GEOPH 305, EE 222 or PERM/INST.

GEOPH 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: MATH 333 or PERM/INST.

Uof Graduated Course Offerings

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

Master of Health Science

College of Health Sciences
Health Science Building, Room 103
Telephone 208 426-4116
FAX 208 426-3469
http://www.boisestate.edu/health/mhpolicy
e-mail: gshook@boisestate.edu

Graduate Program Director: James Girvan
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, Hilary Straub, James Taylor, James Weatherby, Stephanie Witt
Associate Graduate Faculty: Rudy Andersen, Margaret Downey
Adjunct Graduate Faculty: Christine Hahn, Margaret Henbest, Lyla Hill, Galen Louis, Joanne Mitten, Richard Olsen, Nancy Van Maren, Pamela Weinberg

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 Analog 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.
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.

<table>
<thead>
<tr>
<th>Master of Health Science, Environmental Health</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBADM 540 Natural Resource Policy and Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUBADM 541 Environmental Regulatory Policy and Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUBADM 542 Science, Democracy &amp; Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
Electives may be taken anywhere in the university but must be approved by the student’s graduate committee. 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

Master of Health Science, General Research

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS Graduate Core</td>
<td>11-13</td>
</tr>
<tr>
<td>Select 9 credits from the following:</td>
<td>9</td>
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<tr>
<td>BIOL 501 Biometry</td>
<td>4</td>
</tr>
<tr>
<td>HLTHST 304G Public Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HLTHST 480G Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>MHLTHSCI 520 Medical Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>MHLTHSCI 560 Risk Management in the Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MHLTHSCI 570 Public Health Promotion &amp; Education</td>
<td>3</td>
</tr>
<tr>
<td>ISU MPH 601 Applications in Epidemiology</td>
<td>2</td>
</tr>
<tr>
<td>ISU MPH 602 Introduction to Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>ISU MPH 603 Applications in Biostatistics</td>
<td>2</td>
</tr>
<tr>
<td>ISU MPH 606 Environmental Health</td>
<td>2</td>
</tr>
</tbody>
</table>

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
# Master of Health Science

<table>
<thead>
<tr>
<th>Master of Health Science, Health Policy</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MHS Graduate Core</td>
<td>11-13</td>
</tr>
<tr>
<td>Required Courses</td>
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</tr>
<tr>
<td>PUBADM 500 Administration in the Public Sector</td>
<td>15</td>
</tr>
<tr>
<td>PUBADM 501 Public Policy Process</td>
<td>3</td>
</tr>
<tr>
<td>PUBADM 502 Organization Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 440G Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>MHLTHSCI 550 Current Issues in Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
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<tr>
<td>Electives may be taken anywhere in the university</td>
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</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>33-35</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Master of Health Science, Health Promotion</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS Graduate Core</td>
<td>11-13</td>
</tr>
<tr>
<td>Required Courses</td>
<td>9</td>
</tr>
<tr>
<td>MHLTHSCI 550 Current Issues in Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>MHLTHSCI 570 Public Health Promotion &amp; Education</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 331G The Psychology of Health</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>13</td>
</tr>
<tr>
<td>Electives may be taken anywhere in the university</td>
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<tr>
<td>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.</td>
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<tr>
<td>TOTAL</td>
<td>33-35</td>
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</table>

| Note: MHLTHSCI 590 Practicum may be required. Those students without prior experience in health promotion may be required to complete one or more semesters of practical experience training. The total number of practicum credits, not to exceed 12, is to be determined by the student’s committee or advisor. |

<table>
<thead>
<tr>
<th>Master of Health Science, Substance Abuse</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS Graduate Core</td>
<td>11-13</td>
</tr>
<tr>
<td>Required Courses</td>
<td>12</td>
</tr>
<tr>
<td>HLTHST 445G Alcohol/Drug Abuse and the Family</td>
<td>3</td>
</tr>
<tr>
<td>MHLTHSCI 513 Advanced Assessment of Alcohol/Drug Problems</td>
<td>3</td>
</tr>
<tr>
<td>MHLTHSCI 545 Foundations of Chemical Dependency</td>
<td>3</td>
</tr>
<tr>
<td>MHLTHSCI 549 Counseling Techniques for Alcohol and Drug</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
</tr>
<tr>
<td>Electives may be taken anywhere in the university</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>33-35</td>
</tr>
</tbody>
</table>

## 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.

## 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 MHLTHSCI 505 Health Science Inquiry, MHLTHSCI 555 Program Evaluation in the Health Sciences, and being advanced to candidacy following completion of at least 18 credits of selected course work.

## 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.

Course Offerings

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

BIOL — BIOLOGY

BIOL 415G APPLIED AND ENVIRONMENTAL MICROBIOLOGY (3-3-1) (S). Microbial populations and processes in soil and water. Water and food-borne pathogens. Microbiological and biochemical methods of environmental assessment. PREREQ: BIOL 205 or BIOL 303, or PERM/INST.

BIOL 501 BIOMETRY (4-0-1) (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: MATH 147 or equivalent, or PERM/INST.

ECON — ECONOMICS

ECON 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: ECON 201, and ECON 202, or PERM/INST.

ENVHLTH — ENVIRONMENTAL HEALTH

ENVHLTH 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.

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

ENVHLTH 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/INST.

ENVHLTH 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/INST.

ENVHLTH 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/INST.

HLTST — HEALTH

HLTST 304G PUBLIC HEALTH ADMINISTRATION (3-0-3) (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/INST.

HLTST 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.

HLTST 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.

HLTST 480G EPIDEMIOLOGY (3-0-3) (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 HLTHINFO 205.

MLTHSCI — MASTER OF HEALTH

MLTHSCI 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/INST.

MLTHSCI 513 ADVANCED ASSESSMENT OF ALCOHOL/DRUG PROBLEMS (3-3-4) (F/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: HLTSTH 415.

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

MHLTHSCI 535 ETHICS AND HEALTH POLICY (3-0-3)(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.

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

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

MHLTHSCI 549 COUNSELING TECHNIQUES FOR CHEMICAL DEPENDENCY (3-0-3)(F/S). Students will accompany clinical demonstrations of selected modalities, such as acupuncture and massage therapy.

MHLTHSCI 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.

MHLTHSCI 555 PROGRAM EVALUATION IN HEALTH DELIVERY SETTING (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, MHLTHSCI 505 and admission to MHS program, or PERM/INSTRUCTOR.

MHLTHSCI 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.

MHLTHSCI 566 COMPLEMENTARY & ALTERNATIVE THERAPIES (2-0-2)(F/S). An exploration of the ethical, legal and policy issues surrounding non-conventional medical practices. Discussion on current research of efficacy and consumer acceptance will accompany clinical demonstrations of selected modalities, such as acupuncture and massage therapy.

MHLTHSCI 570 PUBLIC HEALTH PROMOTION AND EDUCATION (3-0-3)(F/S). A critical examination of health promotion and education with an emphasis on planning, implementation and evaluation of health programs for various public sectors. PREREQ: Admission to MHS program or PERM/INSTRUCTOR. Cross-listed with PE 570.

MHLTHSCI 590 PRACTICUM/INTERNSHIP (0-V-3).

MHLTHSCI 591 PROJECT (0-V-4).

MHLTHSCI 593 THESIS (0-V-6).

MHLTHSCI 596 DIRECTED RESEARCH (0-V-3).

MHLTHSCI 597 SPECIAL TOPICS (0-V-3).

MHLTHSCI 598 SEMINAR IN HEALTH POLICY (2-V-2).

PUBADM — PUBLIC AFFAIRS

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

PUBADM 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.

PUBADM 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.

PUBADM 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.

PUBADM 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 energy policy, and intergovernmental environmental management.

PUBADM 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.

PSYC — PSYCHOLOGY

PSYC 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: PSYC 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 208 426-1255
Fax 208 426-4058
http://www.boisestate.edu:80/history
E-mail: histadm@sspafac.boisestate.edu

Director of Graduate Studies: Sandra Schackel
Department Chair: Errol Jones
Full Graduate Faculty: Peter Buhler, Nicholas Casner, Allan Fletcher, Errol Jones, Phoebe Lundy, Nicholas Miller, Charles Odahl, Sandra Schackel, Todd Shallat, Warren Vinz, Shelton Woods, Michael Zirinsky
Adjunct Graduate Faculty: Ellis Knox, Hugh Lovin (Emeritus), Carol MacGregor, Beverly Miller, Patricia Ourada (Emerita), Robert Sims (Emeritus), Milton Small, William Tydeman, 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 Byzantine 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. 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.
Master of Arts in History

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 (HIST 593) and project (HIST 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 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 in either fall or spring semester.

Application and Admission Requirements

Application Procedures: The history department now accepts new candidates only for the fall semester. Application for admission to the history graduate program may be made prior to March 1 for the following fall semester. 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 must 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 should complete applications by March 1. Applications completed after this date 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.
Degree Requirements

Master of Arts in History (continued)

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<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIST 591 Project</td>
<td>3</td>
</tr>
<tr>
<td>HIST 593 Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

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.

HIST — HISTORY

HIST 334G UNITED STATES SOCIAL AND CULTURAL HISTORY (3-0-3) (F/S) (Alternate years). Selected themes from colonial times to the present. The nature and meaning of the national experience, customs, traditions and intellectual developments. HIST 111, HIST 112 recommended.

HIST 423G EUROPEAN DIPLOMATIC HISTORY 1871 PRESENT (3-0-3) (F/S) (Alternate years). 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 I and II, cold war and merging of European diplomacy into world diplomacy.

HIST 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.

HIST 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.

HIST 513 SOURCES OF NONWESTERN TRADITION (3-0-3). Selected topics dealing with the problems and possibilities of the historical study of societies other than one’s own, with special reference to Africa, Asia and Latin America. PREREQ: Admission to the graduate program or PERM/CHAIR/INST.

HIST 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.

HIST 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
Master of Arts in History

students with the assistance of the instructor. PREREQ: Admission to the graduate program or PERM/CHAIR.

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

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

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

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

HIST 597 SPECIAL TOPICS.
HIST 598 HISTORY SEMINAR (3 credits).
Latin — Latin
LATIN 323G EARLY CHURCH LATIN LITERATURE (2-2-3) (F) (Alternate years). 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 HIST 323 Early Christianity.

LATIN 324G MEDIEVAL LATIN LITERATURE (2-2-3) (S) (Alternate years). 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 Jaque De Vitry. Recommended: A year of college Latin and HIST 324 Medieval Europe.


LATIN 492G ADVANCED LATIN TUTORIAL - CONSTANTINIAN ERA (2-2-3) (SU/F) (Alternate years). Translation and analysis of Christian texts from the Constantinian Era, such as imperial biographies, laws, letters, and creeds. Survey of materials and methods of teaching Latin in secondary schools. Recommended: HIST 481/S81 European Seminar on Constantine and the Late Roman Empire. PREREQ: PERM/INST.

Master of Science in Instructional & Performance Technology

Department of Instructional & Performance Technology Engineering Technology Building. Room 338
Telephone 208 426-1312
FAX 208 426-1970
http://coen.boisestate.edu/dep/ipt.htm
e-mail: lburnett@boisestate.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, Marcia Belcheir, Yonnie Chunya, Larry Crookham, Daniel Eastmond, Theodore Eisele, Robert Erickson, Peggy Ertner, Jo Ann Fenner, Ben Hambelton, Heber Moore, Timothy Newby, David Ripley, Donald Stepich

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, training, management, human resources, organizational redesign, and job performance improvement. 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, government, the military, and education.

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-based training, consulting, media selection/utilization, instructional use of computers, and program evaluation. In addition, students learn how to identify and assess needs and 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.
Master of Science in Instructional & Performance Technology

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 world 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, Internet, 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.

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 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. A discounted rate is available for Idaho residents who are part-time students. (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 take a distance course, applicants must own or have convenient access (a minimum of 2 hours per day, 5 days per week) to a complete computer system. This can be a Pentium PC running Windows 95 or newer, or a Macintosh running System 7.5 or newer; with at least 250 MB free hard disk space; 32 MB RAM; a 28.8-baud or faster modem; CD-ROM drive; sound card and speakers. All courses require students to have full Internet access. Students using a Pentium system will need to purchase LotusNotes Desktop Client V4.6, while students using a Macintosh system will need to purchase LotusNotes Desktop Client V4.5. Each student must complete an Equipment Availability Checklist and have it verified by the IPT Systems Manager. For more information, call the IPT office at 208 426-3144 or 800 824-7017, ext. 3144.

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

Graduate Assistantships
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.

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 International Student Graduate Application, a $30 application fee, and follow the admission requirements listed in the front of this catalog.
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, you may 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. (The institution code number for Boise State is 4018)
5. Students intending to take DE courses must also complete the IPT Equipment Availability Checklist and have it verified by the IPT Systems Manager.
Master of Science in Instructional & Performance Technology

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, your faculty advisor will be.

Timing of Application and Admission:
It is 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 degree. The IPT Program Committee will decide which credits, if any, will be accepted.

Degree Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements:</strong></td>
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<tr>
<td>IPT 530 Evaluation Methodology or</td>
<td>3</td>
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<tr>
<td>IPT 531 Overview of Research Design, Measurement, &amp; Statistics</td>
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<tr>
<td>IPT 535 Learning Theory for Instruction Designers</td>
<td>3</td>
</tr>
<tr>
<td>IPT 536 Introduction to Instructional and Performance Technology</td>
<td>3</td>
</tr>
<tr>
<td>IPT 537 Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>IPT 550 Delivery Technology for Instruction</td>
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<tr>
<td>IPT 560 Human Performance Technology</td>
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<tr>
<td><strong>Thesis Option:</strong></td>
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<tr>
<td>Electives</td>
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<tr>
<td>IPT 593 Thesis</td>
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<td>or</td>
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<td><strong>Project Option:</strong></td>
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<td>or</td>
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<td><strong>Nonthesis Option:</strong></td>
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<td>Electives</td>
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<tr>
<td><strong>Total</strong></td>
<td>36</td>
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</tbody>
</table>

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Master of Science in Instructional & Performance Technology [continued]

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

*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.

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 IPT 591 Project or IPT 593 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 nonthesis option with no obligation to be on campus at any time.
Master of Science in Instructional & Performance Technology

Course Offerings

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

IPT — INSTRUCTIONAL/PERFORMANCE TECHNOLOGY

IPT 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 prospective teachers adapt their instructional methods and media for use in a two-way compressed video classroom.

IPT 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: IPT 536 and IPT 535, or PERM/INST.

IPT 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.

IPT 524 INTERNET APPLICATIONS FOR IPT PROFESSIONALS (3-0-3) (SU). An examination of the Internet and World Wide Web for instructional and performance technologies. 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.

IPT 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.

IPT 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. Emphasis includes technology and its various aspects. PREREQ: IPT 537 or PERM/INST.

IPT 536 METHOD 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.

IPT 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.

IPT 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: IPT 536 and IPT 535, or PERM/INST.

IPT 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: IPT 537.

IPT 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.

IPT 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.

IPT 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: IPT 537 or PERM/INST.

IPT 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. Emphasis includes 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: IPT 537.

IPT 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 performance technology (HPT) which aims to improve performance in the workplace or in learning situations. Students practice applying, revising, combining, and critiquing HPT processes. PREREQ: IPT 558 or PERM/INST.

IPT 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.

IPT 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.
Master of Science in Instructional & Performance Technology

IPT 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.

IPT 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: IPT 536 or PRIM/INST.

IPT 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 and 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 IPT 590 toward their program.

IPT 591 PROJECT (0-V-6). Note: If 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 IPT 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 IPT 596.) You must first have the recommendation of your advisor and obtain a faculty sponsor for the proposed project. Then, prior to registration in IPT 591, an agreement form must be signed by the faculty sponsor. A combined total of 8 semester hours from either IPT 591 or IPT 596 may be applied toward your program, with no more than 6 of those being earned in any given semester or session.

IPT 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.

IPT 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 confering for each credit hour earned.

IPT 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 IPT 591 or IPT 596 may be applied toward your program, with no more than 6 of those being earned in any given semester or session.

IPT 597 SPECIAL TOPICS (3-0-3)(Variable). Such as:
- Leadership Principles for Performance Technologists
- Methods of Creativity and Innovation in Performance Technology
- Analysis of Instructional Design Issues in Professional Practice
- Motivation in Instructional & Performance Technology
- FrontPage
- Literature Review Techniques
- Project Management
- Needs Assessment

IPT 598 SEMINAR (Variable).

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Master of Arts or Science in Interdisciplinary Studies

College of Arts and Sciences
Science/Nursing Building, Room 106
Telephone 208 426-1414
FAX 208 426-3006
e-mail: ids@boisestate.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 recommends to the Interdisciplinary Studies Committee that it be accepted as the student's formal plan of study, thereby indicating that the members of the committee regard it as a viable program of graduate study. The Interdisciplinary Studies Committee is responsible for approving the members of the proposed graduate committee and for deciding whether to approve the student's plan of study.

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

Degree Requirements

Each program is developed individually according to the student's interests and background but must be intellectually defensible and clearly interdisciplinary in nature. In addition to any Graduate College requirements not mentioned here, the requirements of the IDS Program are as follows:

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

Course Offerings

INTDIS—INTERDISCIPLINARY STUDIES

INTDIS 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.

INTDIS 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

Master of Science in Management Information Systems

College of Business and Economics
Business Building, Room 117G
Telephone 208 426-1126
FAX 208 426-4989
http://cispom.boisestate.edu
e-mail: ranchust@boisestate.edu

Program Administrator: J. Renee Anchustegui
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
The Master of Science in Management Information Systems at Boise State University is designed to prepare candidates for a career in the rapidly changing field of Information Technology (IT).

In the MIS master's program, a minimum of 33 credits will be required for graduation. The M.S. in Management Information Systems student who attends full-time will normally be enrolled for a two-year sequence excluding summers. Typically, however, students will maintain their current employment positions and attend the program part-time, thereby extending the length of time required to obtain the degree; but the program length may not be longer than five years, except under exceptional circumstances.

The curriculum is comprised of 18 credits of required courses with an additional 15 credits of elective courses. The student and his/her graduate advisor will select the elective courses depending on the desired specialization. Admission to the program will be limited to 35 students a year.

Although the requirements of the BSU Graduate College also govern the M.S. in Management Information Systems 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 advisor.

Students are asked to subscribe to a listserv during their first semester of study.

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

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 requirements 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.

2. Required Tests
   The Admissions Committee will evaluate performance on the GMAT or GRE examinations. A GMAT score of 475 or GRE Verbal and Quantative score of 1000 are generally considered minimal. Students whose native language is not English must submit a TOEFL score of 587/240 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 discussing 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.
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 should submit the admission packet by March 1 for fall admission or October 1 for spring admission. Prospective graduate students interested in financial aid should contact the Financial Aid Office and consult the BSU catalog. Students will typically be notified of their admittance status by April 30 or November 30.

Applications for admission to the BSU Graduate College are available from BSU Graduate Admissions Office. Application materials for the MIS program are available from:

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

**Degree Requirements**

<table>
<thead>
<tr>
<th>Master of Science in Management Information Systems</th>
<th>Credits</th>
</tr>
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<tr>
<td><strong>Required Courses</strong></td>
<td>18</td>
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<tr>
<td>MIS 517 Database Management</td>
<td>3</td>
</tr>
<tr>
<td>MIS 520 Advanced Systems Development</td>
<td>3</td>
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<tr>
<td>MBA 534 Managing Technical Communication</td>
<td>3</td>
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<tr>
<td>MIS 550 Management of Information Technology</td>
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<tr>
<td>MIS 570 Project Management</td>
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</tr>
<tr>
<td>MIS 580 Data Communications and Networking</td>
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<tr>
<td><strong>Elective Courses</strong></td>
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<td>MIS 525 Information Engineering</td>
<td>3</td>
</tr>
<tr>
<td>MIS 530 Object Oriented Systems Development</td>
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<tr>
<td>MIS 531 Advanced Software Methods</td>
<td>3</td>
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<tr>
<td>MIS 557 International Dimensions of the Information Technologies</td>
<td>3</td>
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<tr>
<td>MIS 572 Team Facilitation and Technologies</td>
<td>3</td>
</tr>
<tr>
<td>MIS 593 Thesis</td>
<td>6</td>
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<tr>
<td>Note: No more than the required 6 credits of MIS 593 Thesis will be counted in this category.</td>
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</table>

Student may also elect up to 6 credits from any other graduate courses offered at BSU as part of the 15 credit requirement.

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**Course Offerings**

**MIS — MANAGEMENT INFORMATION SYSTEMS**

- **MIS 517 DATABASE MANAGEMENT (3-0-3)**: 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.

- **MIS 520 ADVANCED SYSTEMS DEVELOPMENT (3-0-3)**: A study of selected aspects of contemporary software development methodology. These topics include: definition of user requirements, formal specification of solutions, design and implementation techniques, validation and testing, verification, maintenance, and reuse.

- **MIS 525 INFORMATION ENGINEERING (3-0-3)**: 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.

- **MIS 530 OBJECT ORIENTED SYSTEM DEVELOPMENT (3-0-3)**: The aim of this course is to provide a language-independent introduction to all aspects of object-oriented systems development. The topics will include: a high-level evaluation of the status of and prospects for object-oriented techniques and products, methods for analysis and design, and managerial issues associated with the introduction of object-oriented technology and methods.
Master of Science in Management Information Systems

MIS 531 ADVANCED SOFTWARE METHODS (3-0-3)(S).
Advanced topics in programming-languages theory and implementation. Topics include: useful algorithms, comparative language assessment, performance, maintainability, code generation.

MIS 550 MANAGEMENT OF INFORMATION TECHNOLOGY (3-0-3)(S). 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.

MIS 557 INTERNATIONAL DIMENSIONS OF THE INFORMATION TECHNOLOGIES (3-0-3)(F). This course considers international and national information technology development strategies and policies. The topics include: IT and national sovereignty; development and control of global information highways; impact of public and business policies on information systems design and use.

MIS 570 PROJECT MANAGEMENT (3-0-3)(S). Project planning scheduling, control, and evaluation are presented. Issues of large-scale integrated systems are dealt with.

MIS 572 TEAM FACILITATION AND TECHNOLOGIES (3-0-3)(F). Addresses issues, techniques, and technologies required for effective team work. Focus on developing effective team facilitation skills in both traditional and electronic face-to-face meetings, as well as technologies to support virtual team work and communications.

MIS 580 SELECTED TOPICS - DATA COMMUNICATIONS AND NETWORKING (3-0-3)(S). This course deals with fundamentals of digital data communications and networking. Topics include coding, signaling, and transmission of information as well as related hardware, software, standards, and protocol issues. Emphasis will be on open-systems approaches to networking, including TCP/IP, OSI, and the Internet.

MIS 593 THESIS (0-V-6)

MBA — MASTER OF BUSINESS

MBA 534 MANAGING TECHNICAL COMMUNICATION (3-0-3)(F). An advanced study of technical communication for managers and technical professionals who must originate, specify, and/or approve technical instructions, proposals, reports, and related documents. Students will acquire proficiency in writing and designing these documents by applying syntactic, semantic, and pragmatic theory and visual design principles to applied problems in document design, information access, and human information processing.

Master of Music

Department of Music
Morrison Center for the Performing Arts, Room C-100
Telephone 208 426-1596
FAX 208 426-1771
http://www.boisestate.edu
e-mail: jbelfy@boisestate.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, James Cook, David Mathie, Del Parkinson, Craig Purdy, Michael Samball, Gerald H. Schroeder
Associate Graduate Faculty: J. Wallis Bratt, James Jirak, Rachay 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, or/and 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 250 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 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. A description of material covered on these examinations is available from the Department of Music.

**Degree Requirements**

### Master of Music, Music Education

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Requirements:</strong> 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>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses:</td>
<td></td>
</tr>
<tr>
<td>MUS 503 Intro to Music Research</td>
<td>3</td>
</tr>
<tr>
<td>MUS 570 New Developments in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUS 576 History &amp; Philosophy of Music Education</td>
<td>3</td>
</tr>
<tr>
<td>TEACH-ED 570 Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>Non-Music Education Courses:</td>
<td></td>
</tr>
<tr>
<td>Music Theory*</td>
<td>3</td>
</tr>
<tr>
<td>Music History*</td>
<td>3</td>
</tr>
<tr>
<td>Private Music Lessons (2 semesters minimum)</td>
<td>4</td>
</tr>
<tr>
<td>Music Ensemble</td>
<td>2</td>
</tr>
</tbody>
</table>

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

**TOTAL** 36-39

### Master of Music, Performance

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Requirements:</strong> 32 credits minimum, stipulated below, are required for graduation. The actual number of credit hours may vary, depending on the needs of individual students as determined by the results of predictive examinations.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses:</td>
<td></td>
</tr>
<tr>
<td>MUS 503 Intro to Music Research</td>
<td>3</td>
</tr>
<tr>
<td>MUS 557 Music Literature of Major Instrument</td>
<td>3</td>
</tr>
<tr>
<td>MUS 591 Music Theory Elective*</td>
<td>3</td>
</tr>
<tr>
<td>MUS 593 Music History Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Performance Courses:</td>
<td></td>
</tr>
<tr>
<td>MUS 563, 564 Pedagogy I, II, or additional Music History* and/or Music Theory*</td>
<td>6</td>
</tr>
<tr>
<td>Additional Graduate level music elective</td>
<td>3</td>
</tr>
<tr>
<td>MUS-PRV 5_4 Private lessons on major instrument (2 semesters minimum: private lessons must be taken each semester of residency)</td>
<td>8</td>
</tr>
</tbody>
</table>

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

**TOTAL** 17

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*continued*
Master of Music

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

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

Pedagogy Courses:
- MUS 563, 564 Pedagogy I, II .................... 6
- Additional Music History and/or Music Theory* ............................................. 3
- MUS-PRV 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)
- A) MUS-APL 546 Graduate Solo Performance Recital by special permission .............. 3
- B) MUS-APL 544 Lecture/Recital .................... 3
- C) MUS 593 Thesis .................................. 6

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 32

Course Offerings

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

MUS-APL — MUSIC APPLIED - PERFORMANCE CLASSES, RECITALS

MUS-APL 529 JAZZ IMPROVISATION (0-1-2)(F/S). Private lessons in jazz improvisation. Intended primarily for instrumental majors, this performance-oriented course deals with the principles of jazz harmony and scale theory. These principles will be applied to selected exercises and standard jazz literature. Students should possess above-average technical facility on their instrument and should have a working knowledge of music theory. Extra fee, non-waivable, per private lesson fee schedule, required. PREREQ: Graduate Standing and MUS 103 or PERM/INST.

MUS-APL 544 LECTURE/RECITAL (0-3). A full lecture/recital as the culminating project for the Master of Music degree, Music Education or Performance/Pedagogy emphasis major. The lecture is to demonstrate scholarly study on a selected topic and the recital is to present supportive musical examples. PREREQ: PERM/INST/CHAIR. Graded Pass/Fail.

MUS-APL 546 GRADUATE SOLO PERFORMANCE RECITAL (0-V-3). A full recital to be presented as the culminating project for the Master of Music degree, Performance/Pedagogy emphasis major. After successful completion of the 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. PREREQ: Graduate Standing and MUS 103 or PERM/INST.

MUS-PRV — MUSIC PRIVATE LESSONS PERFORMANCE STUDIES

Students will be assigned on the basis of an audition. Performance, Technical Study, Musical Interpretation, Literature, and Teaching Technique will be stressed.

All 500 level MUS-PRV courses are repeatable. See undergraduate Private Lesson Performance Studies course numbering system for explanation of course numbers.

MUS-PRV 501 (0-5-1), 502 (0-5-2), 504 (0-1-4). Woodwind instruments private lessons.

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

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

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

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

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

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

MUS-ENS — MUSIC ENSEMBLE

All MUS-ENS courses may be repeated for credit.

MUS-ENS 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 20th century choral selections. Open to all students, but final admission will be by audition and director selection. PREREQ: Audition and/or PERM/INST.

MUS-ENS 321G MARCHING BAND (0-V-1)(F). Designed to promote participation in, and 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.

MUS-ENS 350G ORCHESTRA (0-5-1)(F/S). The Boise State University Symphony 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.

MUS-ENS 510 CHORAL ENSEMBLE (0-2-1)(F/S). Used for graduate participation in Meistersingers, University Singers, and Women’s Chorale, by section number.

MUS-ENS 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.

MUS-ENS 516 EARLY MUSIC ENSEMBLE (0-3-1)(F/S). 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.

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

MUS — MUSIC, GENERAL

MUS 355G ROCK MUSIC: ITS PERFORMANCE AND HISTORY (3-0-3)(S)(Offered odd-numbered years). Survey of history and theory of rock music from primitive beginnings in the thirteenth 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: MUS 220 and PERM/INST.

MUS 410G ADVANCED FORM AND ANALYSIS (2-0-2)(F/S). Analysis of harmonic and formal structures of the larger binary and ternary forms; the sonata, the symphony, the concerto, Baroque forms. PREREQ: MUS 225 or equivalent or PERM/INST.

MUS 423G SIXTEENTH-CENTURY COUNTERPOINT (3-0-3)(F)(Offered odd-numbered years). 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: MUS 220 or equivalent.

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

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

MUS 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.

MUS 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.

MUS 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.

MUS 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.

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

MUS 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: MUS 563.

MUS 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.

MUS 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: MUS 371 or PERM/INST.

MUS 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: MUS 371 or PERM/INST.

MUS 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.

MUS 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.

MUS 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.

MUS 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.

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

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

MUS 596 DIRECTED RESEARCH
Master of Public Administration

Department of Public Policy and Administration
Public Affairs and Art West Building, Room 127
Telephone 208 426-1476
FAX 208 426-4370
http://www.boisestate.edu/pubaff/index.html
e-mail: bmeyer@boisestate.edu

Department Chair and Program Coordinator:
James B. Weatherby
Full Graduate Faculty: Les Alm, John Freemuth, Richard Kinney, Janet Mills, Gary Moncrief, W. David Patton, James Weatherby, Stephanie Witt
Adjunct Graduate Faculty: Richard Burns, Daniel Chadwick, Murray Feldman, Patricia Fredericksen, Kenneth McClure, William Jarocki

General Information

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

The MPA is designed to prepare pre-service students and in-service professionals for positions of leadership in public service. Administrators and other staff members in all levels of government, non-profit organizations and private sector governmental affairs departments take advantage of the general administrative and policy analysis curriculum offered in the MPA. The curriculum provides the theoretical and practical dimensions of public management necessary to assist students seeking public service careers. The MPA has three concentrations: (1) General Public Administration, (2) Environmental and Natural Resource Policy and Administration, and (3) State and Local Government Policy and Administration.

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

Public Administration Applied Research and Service. Also in keeping with the University’s role and mission in public affairs, the Center for Public Policy and Administration is involved in a number of important training and applied research activities that have major statewide impact. In addition to a number of specialized projects funded by grants and contracts, the Center biannually sponsors the Local Government Training Institute for Idaho’s elected county officials. The Institute is cosponsored with the Idaho Association of Counties and is held jointly with the Associated 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 eight 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).
**Master of Public Administration**

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>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number and Title</strong></td>
<td></td>
</tr>
<tr>
<td>MPA students must successfully complete at least 36 semester credit hours of approved MPA course work. Eighteen semester credit hours are core courses. The eighteen additional semester credit hours are in the student’s area of emphasis. Some students may also be required to complete the public service internship, which is explained below.</td>
<td>36</td>
</tr>
<tr>
<td><strong>Course Selection:</strong> Selection of courses is to be made in consultation with the student’s academic advisor.</td>
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</tr>
<tr>
<td><strong>Core Requirements:</strong> 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.</td>
<td>18</td>
</tr>
<tr>
<td>PUBADM 500 Administration in the Public Sector..3</td>
<td></td>
</tr>
<tr>
<td>PUBADM 501 Public Policy Process 3</td>
<td></td>
</tr>
<tr>
<td>PUBADM 502 Organizational Theory 3</td>
<td></td>
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<tr>
<td>PUBADM 503 Research Methods in Public Administration 3</td>
<td></td>
</tr>
<tr>
<td>PUBADM 504 Public Budgeting and Financial Administration 3</td>
<td></td>
</tr>
<tr>
<td>PUBADM 505 Public Personnel Administration 3</td>
<td></td>
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<tr>
<td><strong>Area of Emphasis Requirements:</strong> 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.</td>
<td>12</td>
</tr>
<tr>
<td>1. <strong>General Public Administration:</strong> This area of emphasis is provided to accommodate those students desiring preparation in public administration as a &quot;generalist,&quot; rather than a &quot;specialist&quot; 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.</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Environmental and Natural Resource Policy and Administration:</strong> PUBADM 540 Contemporary Issues in Natural Resource Policy and Environmental Policy and Administration 3</td>
<td></td>
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<tr>
<td>PUBADM 541 Environmental and Regulatory Policy and Administration 3</td>
<td></td>
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<tr>
<td>PUBADM 542 Science, Democracy and the Environment 3</td>
<td></td>
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<tr>
<td>PUBADM 543 Public Land Resource Policy and Administration 3</td>
<td></td>
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</tbody>
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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: PUBADM 560 State and Local Government Policy and Administration 3 | |
| Nine credits chosen from the following courses or approved Selected or Special Topics: PUBADM 520 Community and Regional Planning 3 | |
| PUBADM 521 Intergovernmental Relations 3 | |
| PUBADM 540 Contemporary Issues in Natural Resource and Environmental Policy and Administration or PUBADM 541 Environmental and Regulatory Policy and Administration 3 | |
| PUBADM 550 The Executive and the Administrative Process 3 | |
| Selected or Special Topics courses will be offered to supplement area of emphasis requirements. | 6 |
| **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. | 6 |
Master of Public Administration

Course Offerings

PUBADM — PUBLIC ADMINISTRATION

PUBADM 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.

PUBADM 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.

PUBADM 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.

PUBADM 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.

PUBADM 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.

PUBADM 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.

PUBADM 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.

PUBADM 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.

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

PUBADM 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.

PUBADM 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.

PUBADM 540 CONTEMPORARY ISSUES IN NATURAL RESOURCE AND ENVIRONMENTAL POLICY AND ADMINISTRATION (3-0-3) (F/S). Examines current and topical issues and controversies in natural resource and environmental policy from the perspective of public policy and public administration.

PUBADM 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 energy policy, and intergovernmental environmental management.

PUBADM 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.

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

PUBADM 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.

PUBADM 560 STATE AND LOCAL GOVERNMENT POLICY AND 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.

PUBADM 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 power; understanding motivational processes; managing conflicts; empowering and delegating; and building teams.

PUBADM 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:

PUBADM 580 ADMINISTRATIVE THEORY AND PRACTICE
PUBADM 581 NATURAL RESOURCE & ENVIRONMENTAL POLICY
PUBADM 582 PUBLIC POLICY AND POLICY ANALYSIS
PUBADM 583 PUBLIC MANAGEMENT SKILLS AND TECHNIQUES
PUBADM 584 STATE AND LOCAL GOVERNMENT POLICY AND ADMINISTRATION
PUBADM 585 INTERGOVERNMENTAL RELATIONS
PUBADM 586 COMMUNITY AND REGIONAL PLANNING
Master of Public Administration

PUBADM 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.

PUBADM 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.

PUBADM 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.

PUBADM 597 SPECIAL TOPICS (1-3 credits). These courses are offered occasionally. Examples of Special Topics courses offered include Grant Writing, the Politics of Volunteerism, Organizational Leadership, and Practical Management Strategies for Non-Profit Organizations.

PUBADM 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 223
Telephone 208 426-3263
FAX 208 426-4267
http://www.boisestate.edu/biology/biohome.htm
e-mail: aduty@bsumail.idbsu.edu

Graduate Program Coordinator: Alfred Dufty
Department Chair: James Munger
Raptor Research Center Director: Mark Fuller
Associate Graduate Faculty: Marcelo Serpe
Adjunct Graduate Faculty: Jonathan Bart, John Beecham, William Burnham, Tom Cade (Emeritus), Dorothy Douglas, Susan Earnst, Mark Fuller, Nicholas Hadjokas, Stuart Hardegree, Lloyd Kiff, Steven Knick, Michael Kochert, Yongsheng Ma, Carl Marti, Jr., John Marzluff, Rosemary Mazaika, Hugh McIsaac, Wayne Melquist, Richard Olson, Rebecca Pullen, Bruce Riemer, Gary Roloff, Roger Rosentreter, Randall Ryan, Victoria Saab, Rex Sallabanks, Michael Spence, Karen Steenhof, Dennis Stevens, Richard Watson, David Whitacre, Clayton White, Rick Williams, Denise Wingett

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

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.boisestate.edu/biology/biohome.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.

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 3.0 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.

No applicant will be admitted unless a member of the BSU faculty has agreed to serve as that applicant's major advisor. Applicants are encouraged to correspond (email is preferable) with appropriate faculty members.

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.

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

### Degree Requirements

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 33 credits required, an oral defense of the thesis results, and an exit seminar to present results to the public. All requirements for the degree and graduation must be completed within a period of seven years.

### Master of Science in Raptor Biology

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 598 Graduate Seminar</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 593 Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Electives from course offerings that follow:</td>
<td>22</td>
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<tr>
<td>Electives may include a maximum of six credits of Directed Research, which must be approved by the student's thesis committee, and may not include workshop credits.</td>
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<td>Total</td>
<td>30</td>
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### Course Offerings

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

**BIOL — BIOLOGY**

**BIOL 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: BIOL 205 or BIOL 303 or PERM/INST.

**BIOL 323G ECOLOGY (3-3-4) (F).** A survey 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: BIOL 202 and BIOL 203 or PERM/INST.

**BIOL 401G ORGANIC EVOLUTION (3-0-3) (S).** Philosophical basis of evolutionary theory. Detailed examination of genetic variation, mechanisms of evolutionary change, adaptation, specialization, and phylogeny. Genetics recommended. PREREQ: BIOL 323 and BIOL 348 or PERM/INST.

**BIOL 412G GENERAL PARASITOLOGY (2-3-3) (S).** Study of 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: BIOL 301 or PERM/INST.

**BIOL 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: BIOL 205 or BIOL 303 or PERM/INST.

**BIOL 428G 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: BIOL 205 or BIOL 303 or PERM/INST.

**BIOL 445G HUMAN GENETICS (3-0-3) (S).** Taught intermittently. 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: BIOL 343 or PERM/INST.
Master of Science in Raptor Biology

BIOL 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: MATH 147 or equivalent, or PERM/INST.

BIOL 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: BIOL 323 or equivalent, or PERM/INST.

BIOL 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: BIOL 501 or PERM/INST.

BIOL 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: BIOL 323 or equivalent, or PERM/INST.

BIOL 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: BIOL 401-401G (or equivalent) or PERM/INST.

BIOL 522 CONSERVATION BIOLOGY (4-0-3) (S). An introduction to the field of conservation biology, the applied science concerned with understanding the effects of human activities on natural biological systems and with developing practical approaches to prevent the loss of biodiversity. Topics covered will include conservation genetics, demographic analysis, habitat degradation, overexploitation, and restoration ecology. Discussion of the social, political, and economic aspects of conservation biology. Offered odd-numbered years. PREREQ: BIOL 323.

BIOL 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 levels will be discussed. Offered odd-numbered years. PREREQ: BIOL 323 or BIOL 323G or PERM/INST.

BIOL 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.

BIOL 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.

BIOL 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: BIOL 323 or BIOL 323G or PERM/INST.

BIOL 541 MOLECULAR BIOLOGY OF CANCER (3-0-3) (S). A treatment of the basic biology of cancer and the process of tumor progression. Topics examined will include oncogenes, tumor suppressor genes, and the causes of cancer. PREREQ: BIOL 301, BIOL 343.

BIOL 561 ADVANCED TOPICS IN AQUATIC BIOLOGY (1-0-1) (F/S). An exploration of the current primary literature in aquatic biology. Topics vary and may include community dynamics of algae, fish, zooplankton, and benthic invertebrates; trophic relationships; stream and reservoir management; primary and secondary production; organic matter and nutrient dynamics; and wetland ecology. May be repeated once for credit. PREREQ: BIOL 323 and PERM/INST.

BIOL 565 ADVANCED TOPICS IN MOLECULAR BIOLOGY TECHNIQUES (1-3-1) (F). Discussion of scientific literature with emphasis on modern molecular biology techniques. Students will lead discussions and present articles. Topics will include Southern-, western-, and northern-blot analysis, sequencing, cloning, transfection, and transduction, immunoprecipitation, and other molecular, cellular, and genetic techniques. PREREQ: BIOL 343 and PERM/INST.

BIOL 566 ADVANCED TOPICS IN THE BIOLOGY OF CANCER (1-0-1) (F/S). Discussion of current research in the field of cancer biology with emphasis on prostate and mammary cancer. Students will lead discussions and present articles, as well as monitor recent literature on cancer. Topics will include tumor suppressor genes, cell cycle regulation, apoptosis, signal transduction, and other cancer-related systems. May be repeated once for credit. Previous enrollment in BIOL 465 or BIOL 565 is recommended. PREREQ: BIOL 343 and PERM/INST.

BIOL 579 RESEARCH IN THE BIOLOGICAL SCIENCES (1-0-1) (F/S). Seminars by biologists on a wide range of subjects. Students will attend seminars, write summaries, and search for relevant literature. Graded pass/fail. May be repeated once for credit.

BOT -- BOTANY

BOT 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: BIOL 203 and BIOL 301 or PERM/INST.

BOT 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: BIOL 203 or PERM/INST.

BOT 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: BIOL 203 or PERM/INST.
BOT 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: BIOL 203, PERM/INST.

BOT 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. BOT 302 and PHYS 111, 112 recommended. Offered odd-numbered years. PREREQ: BOT 310, CHEM 317 or PERM/INST.

BOT 524 PLANT COMMUNITY ECOLOGY (3-2-4)(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: BIOL 323 or BIOL 329G or PERM/INST.

ZOOL — ZOOLOGY

ZOOL 301G COMPARATIVE VERTEBRATE ANATOMY (2-6-4)(F). The evolutionary development of vertebrate anatomy, fishes through mammals. Dissection of the lamprey, salamander, cat plus demonstrations of other vertebrate types. PREREQ: BIOL 202 or PERM/INST.

ZOOL 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.

ZOOL 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: BIOL 202, PERM/INST.

ZOOL 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: BIOL 202 or PERM/INST.

ZOOL 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: BIOL 202 or PERM/INST.

ZOOL 400G VERTEBRATE HISTOLOGY (2-6-4)(F). Microscopic anatomy of cell, tissues, and organ systems of vertebrates. Major emphasis will be on mammalian systems. ZOOL 301 or ZOOL 351 is recommended prior to enrollment. PREREQ: BIOL 202 or PERM/INST.

ZOOL 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 CHEM 317 or PERM/INST.

ZOOL 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: ZOOL 355, PERM/INST.

ZOOL 509 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: BIOL 202, CHEM 317, PERM/INST.

ZOOL 515 AVIAN PHYSIOLOGY (3-4-3)(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.

ZOOL 525 AQUATIC ENTOMOLOGY (3-3-4)(F). The taxonomy and ecology of the insects most commonly encountered in freshwater environments. Emphasis on identification and biology of individual taxa, aquatic insect community ecology, environmental pollution assessment, and natural resource management. PREREQ: BIOL 323.

ZOOL 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: BIOL 323 or BIOL 325G or PERM/INST.

ZOO 535 BEHAVIORAL ENDOCRINOLOGY (3-3-3)(F). 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

Department of Counseling
Education Building, Room 609
Telephone 208 426-1219 or 426-1209
FAX 208 426-2046
E-mail: mmiller@boisestate.edu

Department Chair and Graduate Program Coordinator: Margaret Miller

Full Graduate Faculty: Kenneth Coll, Rich Downs, Margaret Miller, Anne Marie Nelson, Jim Nicholson

Associate Graduate Faculty: Bobbie A. Birdsall

Adjunct Graduate Faculty: Mary L. Ensley, Brenda Freeman, Susan Reuling Furness, Tim Furness, Nancy Kobe, Steven Lanzet, Jim Schmidt, Barry Watts

General Information

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

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

Application and Admission Requirements

In addition to meeting the admission requirements of the Graduate College, the student must apply for admission to and be accepted by the Counseling Program Admissions Committee. Enrollment is competitive with a new cohort beginning the Program each fall.

Submit in one packet, to the Counseling Department Admissions Committee (annual deadline is February 15):

- a letter of application describing your professional experiences as they support your desire to be a school counselor, career goals, and reasons for your interest in this program. Include in the letter your vision about the role of a school counselor in the public schools;
- up-to-date resume;
- copies of complete transcripts;
- three current, sealed letters of reference supporting your qualifications for a school counseling program and for graduate work.

An on-campus 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). A writing sample will also be 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>
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<tbody>
<tr>
<td><strong>Course Number and Title</strong></td>
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<tr>
<td>Human Growth and Development</td>
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<tr>
<td>COUN 511 Lifespan Development and Family Systems..........................</td>
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<td>COUN 524 Interventions................</td>
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<td>COUN 530 Managing Developmental School Programs..........................</td>
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<td>Social and Cultural Foundations</td>
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<td>COUN 508 Ethics and Legal Issues in Counseling..............................</td>
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<td>COUN 509 Culturally Aware Counseling........................................</td>
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<td>COUN 522 Counseling for Special Needs........................................</td>
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<tr>
<td>Helping Relationships</td>
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<td>COUN 502 Counseling Theories...........</td>
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<tr>
<td>COUN 505 Counseling Skills I...........</td>
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<td>COUN 506 Counseling Skills II.........</td>
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<tr>
<td>Group Counseling</td>
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<tr>
<td>COUN 508 Group Experience Lab.........</td>
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<tr>
<td>COUN 513 Group Counseling................</td>
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<tr>
<td>Lifestyle and Career Development</td>
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<tr>
<td>COUN 507 Career Development and Vocational Counseling........................</td>
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<tr>
<td>Appraisal</td>
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<tr>
<td>COUN 504 Measurement &amp; Evaluation in School Counseling........................</td>
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<tr>
<td>Research and Evaluation</td>
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<tr>
<td>COUN 512 Statistics and Research Design..........................</td>
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— continued —
### Master of Arts in School Counseling (continued)

<table>
<thead>
<tr>
<th>Professional Orientation</th>
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<tbody>
<tr>
<td>COUN 501 Foundations in Counseling</td>
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<tr>
<td>COUN 519 Elementary School Counseling</td>
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<tr>
<td>or</td>
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<tr>
<td>COUN 520 Secondary School Counseling</td>
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<tr>
<td>or</td>
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<tr>
<td>COUN 529 Middle School Counseling</td>
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<tr>
<td>COUN 514 Counseling Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>COUN 516 Counseling Practicum II</td>
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</tr>
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<tr>
<td>COUN 526 Internship in Counseling I</td>
<td>4</td>
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<tr>
<td>COUN 528 Internship in Counseling II</td>
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<tr>
<td>Electives</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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</tr>
</tbody>
</table>

Students incorporate theory and knowledge into an increasingly advanced application of skills throughout the program—fine tuning an individualized counseling approach through audio and video taped interviews in labs, participation in counseling practica using one-way mirrors, and supervised experience in community and student outreach. The student's culminating activity includes a written comprehensive exam and 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
- COUN 501 Foundations in Counseling (3)
- COUN 502 Counseling Theories (3)
- COUN 503 Group Experience Laboratory (1)

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

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

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

**Spring: Year 2** ........................................... 2-8 credits
- COUN 516 Counseling Practicum II (2)
- Electives (2-6)

**Summer: Year 2** ........................................... 11 credits
- COUN 504 Measurement and Evaluation in School Counseling (3)
- COUN 507 *Career Development and Vocational Counseling (3)
- COUN 513 Group Counseling (3)
- COUN 522 *Counseling for Special Needs (2)

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

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

### Program Minimum Total ........................................... **60 credits**

Note: Students must take at least one course from the following:
- COUN 519 *Elementary School Counseling (2 cr.)
  Offered fall of odd numbered years.
- COUN 520 *Secondary School Counseling (2 cr.)
  Offered spring of even numbered years.
- COUN 529 *Middle School Counseling (2 cr.)
  Offered fall of even numbered years.
- Other regularly available courses are:
  - COUN 510 *Addictions Counseling (3 cr.)
    Offered every spring.
  - COUN 525 *Consultation (2 cr.)
    Offered spring of odd numbered years.
  - COUN 521 *Outreach Through Parent Education (1 cr.)
    Offered every spring.

See current BSU Directory of Classes for additional elective opportunities.

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

### Course Offerings

**COUN — COUNSELING**

**COUN 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.

**COUN 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.
COUN 508 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.

COUN 504 MEASUREMENT AND EVALUATION (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: COUN 512 or similar graduate statistics course.

COUN 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: COUN 501 and COUN 502.

COUN 506 COUNSELING SKILLS II (1-1-2) (SU). Students will focus on advanced skills and concepts of effective counseling, and will articulate, practice, and demonstrate mastery of these skills and concepts. PREREQ: COUN 505.

COUN 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.

COUN 508 ETHICS AND LEGAL ISSUES IN COUNSELING (3-0-3) (F/S/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.

COUN 509 CULTURALLY AWARE COUNSELING (3-0-3) (S/SU). Students will 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: COUN 506 or Masters in Counseling.

COUN 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 MHLTHSCI 549. PREREQ: COUN 506 or Masters in Counseling.

COUN 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 classes and family systems work. PREREQ: COUN 505.

COUN 512 STATISTICS AND RESEARCH DESIGN (2-2-3) (S). Students will gain the fundamentals of statistics as they analyze 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: COUN 501.

COUN 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 COUN 516 with grade of at least "B".

COUN 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 COUN 506 with grade of at least "B".

COUN 515 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 COUN 514 with a grade of at least "B".

COUN 518 ADVANCED COUNSELING PRACTICUM/INTERNSHIP (1-4-3) (F/S/SU). Students participate in supervised counseling experiences in the Counseling Center. The practical experience is a prerequisite. PREREQ: Prior approval by Instructor and Department Chair. (See Center for application process.)

COUN 519 ELEMENTARY SCHOOL COUNSELING (2-0-2) (F). Provides an overview of elementary school counseling. Students will explore the 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 participation, and child counseling skills. PREREQ: COUN 506 and COUN 530 or Masters in Counseling.

COUN 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: COUN 506 and COUN 530 or Masters in Counseling.

COUN 521 OUTREACH THROUGH PARENT EDUCATION (1-4-1) (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 Coordinators 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 Masters in Counseling.

COUN 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: COUN 504 and COUN 509 or Masters in Counseling.

COUN 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: COUN 506 or Masters in Counseling.

COUN 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: COUN 506 or Masters in Counseling.

COUN 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.

COUN 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 COUN 516 with grade of at least "B".

COUN 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: COUN 512 or similar graduate statistics course.

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

COUN 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: COUN 506 and COUN 530 or Masters in Counseling.

COUN 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 COUN 519, COUN 520, and COUN 528 and emphasizes the “Idaho Comprehensive Guidance and Counseling Model.” PREREQ: COUN 505 or Masters in Counseling.

COUN 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.

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

### Master of Social Work

**School of Social Work**

Education Building, Room 716
Telephone 208-426-1568
Fax 208-426-4291
E-mail: rcrabtr@boisestate.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

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### General Information

The MSW is a two-year full-time graduate program, accredited by the Council on Social Work Education. The program is designed to prepare students for advanced social work practice with individuals and families. 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
Master of Social Work

The Master of Social Work Program has one concentration: Advanced direct practice with individuals and families. 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 38 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 SOCWRK 597 School Social Work in addition to all other requirements for the Master of Social Work degree.

<table>
<thead>
<tr>
<th>Master of Social Work</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>YEAR ONE</strong></td>
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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>SOCWRK 502 History and Philosophy of Social Welfare</td>
<td>3</td>
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<tr>
<td>SOCWRK 503 General Methods I: Small Systems (Micro)</td>
<td>3</td>
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<tr>
<td>SOCWRK 504 Social Work Practice Skills</td>
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<tr>
<td>SOCWRK 512 Human Development Through the Life Cycle</td>
<td>3</td>
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<td>SOCWRK 514 Ethnicity, Gender and Class</td>
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<td>SOCWRK 530 Research/Statistics I</td>
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<tr>
<td>SOCWRK 505 Social Policy Analysis</td>
<td>3</td>
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<td>SOCWRK 515 General Methods II: Larger Systems (Macro)</td>
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<tr>
<td>SOCWRK 521 Social Dimensions of Human Behavior</td>
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<td><strong>YEAR TWO</strong></td>
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<td>SOCWRK 506 Family and Children, Policy and Legislation</td>
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<td>SOCWRK 532 Research II: Evaluation</td>
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<td>SOCWRK 550 Advanced Interventions: Comparative Theories</td>
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<td>SOCWRK 575 Advanced Practicum</td>
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<th>Master of Social Work, Two Year Program (continued)</th>
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<tr>
<td><strong>Spring Semester</strong></td>
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<tr>
<td>SOCWRK 525 Advanced Clinical Practice with Families and Children</td>
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<td>SOCWRK 526 Emotional Disorders</td>
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<td>SOCWRK 576 Advanced Practicum II</td>
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<td>*2 Electives - 2 Credits Each</td>
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<td><strong>Total Credits</strong></td>
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<tr>
<td><strong>TOTAL TWO YEAR PROGRAM</strong></td>
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*SPECIALIZATION ELECTIVES-
Selected Topics | 2 credits each
(Elective options will vary from year to year, and may include these or other pertinent issues.)

- Violence in the Family
- Substance Abuse
- Social Work with People of Color
- AIDS Issues
- Social Work with the Elderly
- Family Therapy
- Social Work Supervision
- Health Issues
- Grant Writing/Administration
- Group Therapy
- Rural Social Work

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

<table>
<thead>
<tr>
<th>Master of Social Work, Advanced Standing</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Course Number and Title</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
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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 SOCWRK 514, SOCWRK 521, and SOCWRK 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** | 38 |
with legislators and with the general public. Major importance is placed on the examination of human diversity on socioeconomic and political statuses and access to social welfare resources and social work services.

SOCWRK 504 SOCIAL WORK PRACTICE SKILLS (3-0-2)(F). Using a strengths perspective, this course focuses on the development and practice of interpersonal and communication skills associated with the provision of human services to individuals, families, and small groups. The major emphasis in this experiential course is on the acquisition of skills utilized in the helping interview. Communication and practice skills with individuals from differing social, gender, racial, religious, spiritual, and class backgrounds are discussed. COREQ: SW 505.

SOCWRK 505 SOCIAL POLICY ANALYSIS (3-0-3)(S). SW 505 critically examines contemporary welfare policies, in a value-analytic framework, and in the context of the United States political economy. Emphasis is placed on value of equity, adequacy and universality of access to basic social and economic security. Policy practice 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. Major importance is placed on policies and programs that impact populations-at-risk, such as women and families, people of color including leading ethnic minority groups in Idaho and the region, and such easily disadvantaged groups as children, persons of varying physical and mental ability, and the aged. Professional practice values are emphasized.

SOCWRK 506 FAMILY AND CHILDREN, POLICY AND LEGISLATION (3-0-3)(F). This advanced policy course is designed to prepare students with 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. An introduction to family policy approaches in other nations sharpen this critique. PREREQ: SW 505.

SOCWRK 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.

SOCWRK 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 sensibly work with individuals and groups who are subjected to oppression, based on race ethnicity, gender, affectional orientation, class, and other stigmatizing characteristics.

SOCWRK 515 GENERAL METHODS II: LARGER SYSTEMS (MACRO) (3-0-3)(S). This course considers the many ways and means by which people organize to meet their needs and solve community issues. It develops knowledge and skills for social work practice in organizations and communities and 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. PREREQ: SW 503 and SW 504.

SOCWRK 521 SOCIAL DIMENSIONS OF HUMAN BEHAVIOR (3-0-3)(S,F,SU). This course explores the impact of social systems on human behavior, in terms of sociopolitical and sociocultural forces, from an ecological systems perspective. Knowledge on the ways in which systems promote or deter the maintaining or achieving of well-being and optimal health is provided. Particular emphasis is given to the effects of prejudice and discrimination on individuals and groups, based on their particular race, ethnicity, gender, affectional orientations, class, or other stigmatizing characteristics. There is a special emphasis on working with the Hispanic/Latino population. PREREQ: SOCWRK 512.

SOCWRK 525 ADVANCED CLINICAL PRACTICE WITH FAMILIES AND CHILDREN (3-0-3)(S). The primary focus of this course is the understanding of children from a developmental perspective within the context of the family and the expanding social environment. In addition to developmental and systems theory, psychodynamic, behavioral, cognitive, structural, and current models of family therapy are examined. Understanding of assessment includes consideration of health as well as unhealthy responses and a strengths-based perspective is encouraged. Students are expected to address ethical issues in working with families and children.

SOCWRK 526 EMOTIONAL DISORDERS (3-0-3)(S). This course presents emotional dysfunction within the context of the life cycle and includes developmental crises and mental disorders. Biological, psychogenic, and psychophysiological bases of emotional disorders are explored, as well as other issues that may impact mental health. Students are prepared to understand, recognize, and diagnose using the current DSM in psychosocial assessments with a critical awareness of issues of possible cultural bias. Emphasis is given to focusing on client empowerment and strengths rather than pathologies.

SOCWRK 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
Master of Social Work

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.

SOCWRK 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 SAS. PREREQ: SOCWRK 530.

SOCWRK 550 ADVANCED INTERVENTIONS - COMPARATIVE THEORIES (3-0-3)(F). This course introduces students to the theoretical frameworks used in social work practice to bring about change with individuals, families, and groups. Utilizing a strengths perspective, particular emphasis is placed on individualizing treatment strategies in order to address the needs of diverse, minority, oppressed, and at-risk populations. PREREQ: SOCWRK 503 and SOCWRK 504.

SOCWRK 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: SOCWRK 503.

SOCWRK 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: SOCWRK 503.

SOCWRK 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: SOCWRK 503.

SOCWRK 580 SELECTED TOPICS
SOCWRK 580 SOCIAL WORK WITH PEOPLE OF COLOR
SOCWRK 581 VIOLENCE IN THE FAMILY
SOCWRK 582 SOCIAL WORK WITH THE ELDERLY
SOCWRK 583 ALCOHOLISM AND SUBSTANCE ABUSE

Master of Arts in Technical Communication

Department of English
Liberal Arts Building, Room 208
Telephone 208 426-3038 or 426-1246
FAX 208 426-4373
http://www.boisestate.edu/techcomm
e-mail: mmarkel@bsumail.boisestate.edu

Director of Technical Communication: Mike Markel
Department Chair: Chaman Sahni
Full Graduate Faculty: Bruce Ballenger, John Battalio, Jon Dayley, Richard Leahy, Mike Markel, Michelle Payne, Bruce Robbins, Mary Ellen Ryder, Karen Uehling, Driek Zirinsky
Associate Graduate Faculty: James Frost
Adjunct Graduate Faculty: Kevin Wilson

General Information

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

Against this backdrop of clear, ethical communication, our students learn the theory of technical communication, drawing on such disciplines as reading and writing theory, linguistics, cognitive psychology, sociology, and gender studies. Then students progress through courses in writing, editing, and ethics. A course in visual rhetoric and information design prepares students for subsequent courses in print and on-screen production. Finally, students take a course in oral communication skills, for technical communicators speak and listen far more than they write. Students will also complete a 3-credit internship. In addition, there are a number of elective courses.

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 GPA. 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 website or see the Director of Technical Communication for more information on how to apply.

Degree Requirements

The course of study for the Master of Arts in Technical Communication consists of a minimum of 33 hours to be chosen by you and your advisory committee from one of the two 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. (Note: You may not count ENGL 4050 toward your degree requirements.)

Master of Arts in Technical Communication

Alternative Program 1

An introductory seminar (Introductory Seminar in Technical Communication), eighteen hours of required courses in technical communication, three hours of project or thesis, and three hours of internship. (If you already have professional work experience in technical communication, your advisor may permit you to substitute three additional elective credits for the internship.)

Course Number and Title | Credits
--- | ---
ENGL 511 Introductory Seminar in Technical Communication | 3
ENGL 512 Technical Rhetoric and Genres | 3
ENGL 513 Technical Editing | 3
ENGL 514 Technical Communication Ethics | 3
ENGL 515 Visual Rhetoric and Information Design | 3
ENGL 516 Topics in Print Document Production or ENGL 521 Topics in On-screen Document Production | 3
ENGL 517 Oral Communication for Technical Communicators | 3
ENGL 590 Internship | 3
General Graduate Electives | 9
TOTAL | 33

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

ENGL — ENGLISH

REQUIRED COURSES

ENGL 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.

ENGL 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: ENGL 302 or ENGL 402 or ENGL 511 or PERM/INST.

ENGL 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
Master of Arts in Technical Communication

editing, and online editing, as well as the theory and ethics of editing. PREREQ: ENGL 512 or PERM/INST.

ENGL 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.

ENGL 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: ENGL 513 or PERM/INST.

ENGL 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: ENGL 515 or PERM/INST.

ENGL 589 INTERNSHIP (0-10-3) (F/S). An actual work experience during at least one semester in which the student creates a substantial body of work in technical communication for a specific audience. This body of work should demonstrate at a professional level the application of the principles learned in previous course work.

ELECTIVE COURSES

ENGL 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: ENGL 301, ENGL 500, and teaching experience or PERM/CHAIR.

ENGL 505 LINGUISTICS (3-0-3) (Alternate years). 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. PREREQ: ENGL 500 and LING 305 or equivalent or PERM/CHAIR.

ENGL 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: ENGL 515 or PERM/INST.

ENGL 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: ENGL 515 or PERM/INST.

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

ENGL 520 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: ENGL 515 or PERM/INST.

ENGL 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.

ENGL 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: LING 305.
Advanced Certificate in Technical Communication

Certificate Requirements

<table>
<thead>
<tr>
<th>Advanced Certificate in Technical Communication</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 512 Technical Rhetoric and Genres</td>
<td>3</td>
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<td>ENGL 513 Technical Editing</td>
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<td>ENGL 514 Technical Communication Ethics</td>
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<td>Two of the following:</td>
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<td>ART 333 Computer Graphics for Artists</td>
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<td>COMM 307 Interviewing</td>
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<td>COMM 361 Organizational Communication</td>
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<td>COMM 478 Public Relations</td>
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<td>COMM 481 Studies in Interpersonal Communication</td>
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<td>CIS 310 Introduction to Management Systems</td>
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<td>IPT 537 Instruction Design</td>
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<td>LING 305 Introduction to Language Studies</td>
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<td>MGMT 401 Organizational Behavior</td>
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<td>MGMT 405 Management of Continuous Learning</td>
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<td>MKTG 306 Promotion Management</td>
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<td>SOC 390 Conflict Management</td>
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<td>SOC 407 Organizational Theory and Bureaucratic Structure</td>
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<td>TOTAL 538 Instruction Courseware Design</td>
<td>15-16</td>
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</tbody>
</table>

Course Offerings

ART 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.

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

COMM 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.

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

COMM 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. Course may be repeated
for credit.

CIS 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

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.
Advanced Certificate in Technical Communication

systems concepts and planning; end-user computing; hardware, software, data-base systems; systems analysis, design, and implementation; computer-human interface; data communications and networks; international, social, political, legal, behavioral and ethical issues of MIS. Not accepted for CIS majors PREREQ: Junior standing or PERM/INST.

IPT 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: IPT 536 or PERM/INST.

LING 305 INTRODUCTION TO LANGUAGE STUDIES (3-0-3)(F/S). 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: ENGL 102 or PERM/CHAIR.

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

MGMT 405 MANAGEMENT OF CONTINUOUS LEARNING (3-0-3)(F/S). This course examines how managers can facilitate organizational, team, and individual learning. It reviews the organizational and managerial innovations needed to support quality management and customer satisfaction. It will draw upon a variety of disciplines, including: learning theory, Japanese management, socio-technical systems theory, and social psychology of group problem-solving. Special emphasis will be placed on skills in developing effective teams. PREREQ: MGMT 301.

MKTG 306 MARKETING COMMUNICATIONS (3-0-3)(F/S). A comprehensive approach to creating and implementing marketing communications activities, including advertising, sales promotions, event sponsorships, direct marketing, public relations, and business/store image. Students complete a course project involving development of an actual marketing communications plan for a local business. Relevant social, cultural, and ethical issues also are emphasized. PREREQ: MKTG 301.

SOC 390 CONFLICT MANAGEMENT (3-0-3)(F). Examination of the causes of conflict, conflict management theory, and conflict management techniques applied in interpersonal, intergroup, organizational, and community settings. Discussion and skill development through experiential learning will focus on such conflict management techniques as interpersonal management, mediation, arbitration, negotiation, and reconciliation. Students may not receive credit for both SOC 390 and COMM 390. PREREQ: SOC 101 or COMM 101.

SOC 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 (POLS 487) but not for both. PREREQ: Senior standing. PERM/INST.

TEACH-ED 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: IPT 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.

CE — CIVIL ENGINEERING


CE 554 TIMBER DESIGN (3-0-3)(F/S). Design of wood, and wood composite, structures and systems based on mechanical and structural characteristics and specifications. PREREQ: CE 352.


CHEM — CHEMISTRY

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

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

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

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

CHEM 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: CHEM 431.


CHEM 441G SPECTROMETRIC IDENTIFICATION LABORATORY (0-3-1)(S). Laboratory course to accompany CHEM 440G. PREREQ: CHEM 320; COREQ: CHEM 440G.

CHEM 445G ADVANCED CHEMICAL PREPARATION LABORATORY (1-3-2)(S). Advanced techniques in the preparation, isolation and characterization of chemical compounds with emphasis on inorganic compounds. Three-hour laboratory and one hour of recitation per week. PREREQ: CHEM 324 and CHEM 401 or PERM/INST.
CHEM 501 HISTORY OF CHEMISTRY (3-0-3) (Offered on demand). 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.

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

CHEM 509 CHEMISTRY OF LIFE PROCESSES (3-0-3) (Offered on demand). 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.

CHEM 511 ADVANCED ANALYTICAL CHEMISTRY (3-0-3) (Offered on demand). 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.

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

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

EE — ELECTRICAL ENGINEERING

EE 510 INTEGRATED CIRCUIT PHYSICAL DESIGN (3-0-3) (F/S). CMOS IC layout modeling, parasitic capacitance extraction, SPICE simulation. Design of static and dynamic logic gates, counters, registers, memories. Students will produce a verified layout file that can be used to build a set of photomasks for fabrication in either a foundry or in EE 440. PREREQ: EE 320, EE 332.

EE 512 VLSI DESIGN (3-0-3) (F/S). The design of ultra large scale integrated circuits using VERILOG and VHDL, or other hardware description languages. Using a silicon compiler to turn and HDL circuit description into a file that can be used to build the circuit. Includes packaging, testing and reliability issues. PREREQ: EE 390 and COMPSCI 117 or COMPSCI 125.

EE 520 ADVANCED DEVICE DESIGN AND SIMULATION (3-0-3) (F/S). MOSFET device physics, scaling rules, analytical short channel models, hot-electron effects/modeling, LDD design, gate oxide breakdown and reliability; TDDB GIDL, channel mobility, electromigration, BSIM3 device modeling, 2-D TCAD device simulation. PREREQ: EE 333.

EE 521 ADVANCED DEVICE CHARACTERIZATION LAB (0-3-1) (F/S). Advanced measurement and parameter extraction techniques for MOSFETs. High frequency CV, Quasistatic CV, Charge-Pumping measurements. PREREQ: EE 330.

EE 530 DIGITAL HARDWARE DESIGN (3-0-3) (F/S). Advanced topics in digital system design emphasizing the specification and design of complex digital hardware systems. Applications include design of synchronous state machines, asynchronous digital systems, and simple digital control circuits using hardware descriptive languages for field programmable gate arrays and complex programmable logic. PREREQ: EE 330 and COMPSCI 117 or COMPSCI 125.

EE 532 COMPUTER ARCHITECTURE (3-0-3) (F/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 and multi-variable optimization algorithms using linear and nonlinear programming methods to design problems in structures, machine components, and energy systems. PREREQ: MATH 272 or MATH 275, PHYS 211, 212.

EE 540 ADVANCED INTEGRATED CIRCUIT PROCESSING (3-0-3) (F/S). Thin-film materials deposition and etching techniques, Oxidation, chemical Vapor Deposition, Sputtering, Plasma etching, Wet Cleaning, Rapid Thermal Processing, Chemical-Mechanical Planarization, ellipsometry, reflectometry, interferometry, emission spectroscopy. Use of TCAD software and the semiconductor-processing lab to fabricate a CMOS test chip. PREREQ: EE 340.

EE 541 ADVANCED INTEGRATED CIRCUIT PROCESSING LAB (0-3-1) (F/S). Cleanroom wafer processing lab accompanying EE 440. Use of TCAD software and the semiconductor-processing lab to fabricate a CMOS test chip. PREREQ: EE 340. COREQ: EE 440.

EE 542 ADVANCED PHOTOLOITHOGRAPHY (2-3-3) (F/S). Advanced topics in optical lithography, such as phase-shift masks, Anti-Reflective Coatings, Contrast Enhancement Layers, Deep ultraviolet (DUV) photolithography, Off-Axis annular illumination. Use of TCAD lithography simulation software. PREREQ: EE 342.

EE 543 ADVANCED PHOTOLOITHOGRAPHY LAB (0-3-1) (F/S). Cleanroom lab experience accompany EE 342, utilizing a projection-printing wafer stepper, photoresist wafer track, SEM, and optical metrology equipment. Use of TCAD lithography simulation software. PREREQ: EE 342. COREQ: EE 442.

EE 552 WIRELESS COMMUNICATIONS (3-0-3) (F/S). Modern cellular communication systems, including propagation, handoff, noise, and interference studies. CDMA and other spread-spectrum systems. PREREQ: EE 450.


EE 556 PATTERN RECOGNITION (3-0-3) (F/S). Basic concepts of pattern recognition, neural networks, and fuzzy logic. Implementation of current and coherent pattern recognition algorithms. Focus is on electronic devices, processing, inspection, and flaw detection. PREREQ: EE 322, MATH 360.

EE 562 INDUSTRIAL CONTROLLERS (3-0-3) (F/S). Advanced topics in digital system design focusing on the use of Programmable Logic Devices (PLD), Programmable Logic Controller (PLC), and Microcontrollers. Topics include implementation of real-time control algorithms. This course bridges the student’s theoretical knowledge with current industrial practice. PREREQ: EE 322, EE 460.

EE 564 ROBOTICS AND AUTOMATED SYSTEMS (3-0-3) (F/S). An introduction to robotics with emphasis on automated systems applications. Topics include: basic components of robotic systems;
Additional Graduate Courses

selection of coordinate frames; homogeneous transformations; solutions to kinematic equations; velocity and force/torque relations; manipulator dynamics; digital simulation of manipulator motion; motion planning; actuators of robots; sensors of robots; obstacle avoidance; and control design. PREREQ: EE 460.


EE 574 POWER SYSTEM CONTROL (3-0-3)(F/S). Faulted power system operation, symmetrical components, power system protection, transient stability, economic dispatch, automatic generation control, voltage and reactive power control. PREREQ: EE 374.

LING — LINGUISTICS

LING 407G APPLIED LINGUISTICS IN TEACHING ENGLISH AS A SECOND LANGUAGE (3-0-3)(F/S) (Alternate years)

Designed to help teachers in the bilingual classroom or teachers of students of limited proficiency in speaking English to understand how to deal with the process of learning English. It will focus on identifying, defining, and remediating the specific problems that confront learners of a second language. PREREQ: LING 305

ME — MECHANICAL ENGINEERING

ME 530 FLUID DYNAMICS (3-0-3)(F/S). Advanced fluid mechanics theory and applications in potential flow: boundary layer theory, viscous flow, turbulence, vorticity dynamics and circulation, compressible flow and gas dynamics, open channel flow, turbomachinery, stratified flow, waves, and introduction to computational fluid dynamics. PREREQ: ENGR 330, MATH 333, and either MATH 275 or MATH 272.


ME 533 DYNAMIC METEOROLOGY (3-1-3)(F/S). Atmospheric dynamics, conservation laws, planetary boundary layers, large scale motions and circulations, numerical modeling, prediction, meteorological resources, weather analysis, and forecasting. PREREQ: MATH 333 and either MATH 275 or MATH 272.


ME 582 OPTIMAL DESIGN (3-0-3)(F/S). Analytical and computer methods used to provide optimal design of products or processes. Formulation, specification, figures of merit, controllable variables, constraints and relationships among design variables. Single and multi-variable optimization algorithms using linear and nonlinear programming methods to design problems in structures, machine components, and energy systems. PREREQ: MATH 272 or MATH 275, PHYS 211, PHYS 211L.

ME 584 ROBUST DESIGN (3-0-3)(F/S). Statistics and probability applied to the design of products and processes. Stochastic modeling and analysis of mechanical systems. Product reliability series and parallel systems reliability, structural reliability, Taguchi methods, failure modes and effects analysis, and Monte Carlo simulation. PREREQ: ME 320 and ME 382.

PHYSI — PHYSICAL SCIENCE

PHYSI 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.

PSYC — PSYCHOLOGY

PSYC 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: PSYC 101.

SOC — SOCIOLOGY COURSES

SOC 410G ADVANCED SOCIAL STATISTICS (3-0-3)(S).

The methods of nonparametric statistics in the analysis of sociological data are examined in depth with application to research. PREREQ: SOC 101 and SOC 310 or equivalents as determined by consultation with department chair.

SOC 412G QUALITATIVE SOCIAL RESEARCH METHODS (3-0-3)(F).

An intensive course in interpretive social science, covering the practice of fieldwork ethnography, the use of computers in qualitative research, techniques of qualitative data analysis, and the writing of qualitative research reports. PREREQ: SOC 101 and one of the following: COMM 302, CJA 426, HIST 210, PSYC 285, POLS 288, SOC 310, SOCW 380.

SOC 435G DRUGS IN SOCIETAL CONTEXT (3-0-3)(F/S).

This course assesses the sociological perspective on social problems of drug use. It examines how different social groups use drugs, attempt to control and prohibit the use of drugs, and the societal effects of using and controlling the use of drugs.

SOC 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.

SOC 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.

SOC 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 life distribution and age distribution of the population as these factors affect social, economic, and political systems.

SOC 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.

SOC 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.

SOC 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 1999

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

A

Associate Professor, Electrical Engineering; Ph.D., University of Illinois at Urbana-Champaign

Allm, Leslie .......................................................... (1991)  
Associate Professor, Political Science; Ph.D., Colorado State University

Allen, Robin .......................................................... (1997)  
Assistant Professor, Social Work; Ph.D., University of Illinois-Urbana-Champaign

Andersen, Rudy A .................................................. (1992)  
Assistant Professor, Health Studies; D.D.S., Washington University

Anderson, Holly L .................................................. (1989)  
Chair and Associate Professor, Foundations, Technology and Secondary Education; Ph.D., Utah State University

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

Anooshian, Linda James ........................................ (1988)  
Associate Professor, Foundations, Technology and Secondary Education; Ph.D., University of Illinois

Anderson, Holly L .................................................. (1989)  
Chair and Associate Professor, Foundations, Technology and Secondary Education; Ph.D., Utah State University

Anson, Robert .......................................................... (1990)  
Professor, Computer Information Systems and Production Management; Ph.D., Indiana University

Armstrong, James .................................................. (1992)  
Associate Professor, Foundations, Technology and Secondary Education; Ph.D., University of Illinois

Atkinson, Philip ...................................................... (1985)  
Associate Professor, Theatre Arts; M.A., State University of New York, Binghamton

Ayers, Kathleen ...................................................... (1983)  
Associate Professor, Mathematics and Computer Science; Ph.D., University of Idaho

B

Bacon, Stephanie .................................................... (1998)  
Assistant Professor, Art; M.F.A., Brooklyn College

Baldwin, Robert .................................................... (1988)  
Professor, Elementary Education and Specialized Studies; Ph.D., University of Texas, Austin

Baker, Charles W .................................................... (1958)  
Professor, Biology; Ph.D., Oregon State University

Baker, Richard P .................................................... (1973)  
Professor, Sociology; Ph.D., Washington State University

Baldassarre, Joseph A ........................................... (1975)  
Professor, Music; D.M.A., Case Western Reserve University

Baldwin, John B ..................................................... (1971)  
Professor, Music; Ph.D., Michigan State University

Ballenger, Bruce .................................................... (1995)  
Assistant Professor, English; Ph.D., University of New Hampshire

Ballard, James ....................................................... (1995)  
Professor, Theatre Arts; M.F.A., Idaho State University

Bammler, Brad P ...................................................... (1988)  
Associate Professor, Chemistry; Ph.D., University of New Orleans

Banks, Richard C ................................................... (1968)  
Chair and Professor, Chemistry; Ph.D., Oregon State University

Barnes, Lloyd Dwayne ........................................... (1986)  
Professor, Foundations, Technology, and Secondary Education; Ph.D., Purdue University

Barr, Robert .......................................................... (1991)  
Assistant Professor, Elementary Education and Specialized Studies; Ph.D., Pennsylvania State University

Bartoszyński, Tomek ............................................. (1996)  
Professor, Mathematics and Computer Science; Ph.D., Warsaw University, Poland

Batalio, John T ....................................................... (1995)  
Assistant Professor, English; Ph.D., Texas A & M University

Baughn, C. Christopher ......................................... (1998)  
Assistant Professor, Management; Ph.D., Wayne State University

Baumers, Jeanne .................................................. (1977)  
Professor, Elementary Education and Specialized Studies; Ed.D., University of Idaho

Bechar, Marc Joseph ............................................. (1985)  
Associate Chair and Professor, Biology; Ph.D., Washington State University

Beck, Jeanne Marie ................................................ (1983)  
Graduate Program Coordinator and Professor, Music; Ph.D., University of Kentucky

Bell, Kenneth ....................................................... (1997)  
Assistant Professor, Health, Physical Education and Recreation; Ph.D., Virginia Polytechnic Institute and State College

Belding, James ..................................................... (1993)  
Associate Professor, Biology; Ph.D., Clemson University

Benson, Elmo B .................................................... (1975)  
Associate Professor, Art; Ed.D., University of Idaho

Berg, Lynn R ........................................................ (1984)  
Professor, Music; D.M.A., University of Wisconsin, Madison

Bigelow, John D .................................................... (1982)  
Professor, Management; Ph.D., Case Western Reserve University

Birdsell, Bobbie A .................................................. (1995)  
Assistant Professor, Counseling, Ph.D., Oregon State University

Bixby Michael B ................................................... (1981)  
Professor, Management; J.D., University of Michigan

Blain, Michael ...................................................... (1982)  
Professor, Sociology; Ph.D., University of Colorado

Blankenship, Jim ................................................... (1977)  
Professor, Art; M.F.A., Otis Art Institute

Boucher, Teresa ..................................................... (1997)  
Assistant Professor, Modern Languages; Ph.D., Princeton University

Boyce, Dale K ....................................................... (1968)  
Professor, English; Ph.D., University of Missouri, Columbia

Bradt, J. WALLS .................................................... (1970)  
Associate Professor, Music; M.M., University of Utah

Brill, Stephen H .................................................... (1998)  
Assistant Professor, Mathematics and Computer Science; Ph.D., University of Vermont

Brown, Marcellus ................................................ (1998)  
Associate Professor, Music; M.M., University of Michigan

Brown, William B .................................................. (1996)  
Assistant Professor, Modern Languages, D.M.L., Middlebury College

Brudenell, Ingred ................................................... (1996)  
Associate Professor, Nursing; Ph.D., Oregon Health Sciences University

Buddle, James ....................................................... (1997)  
Assistant Professor, Art; M.F.A., California State University

Bulfin, James ....................................................... (1991)  
Assistant Professor, Mathematics and Computer Science; Ph.D., University of California-Davis

Bulfin, Peter ......................................................... (1977)  
Chair and Professor, History; Ph.D., University of California, San Diego

Butler, Douglas ..................................................... (1996)  
Assistant Professor, Electrical Engineering; Ph.D., University of Missouri, Columbia

Butler, S. ............................................................... (1997)  
Assistant Professor, Theatre Arts; Ph.D., Washington State University

Buckner, Sherman G ............................................. (1976)  
Professor, Health, Physical Education and Recreation; Ph.D., University of Utah
### Boise State University Graduate Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carter, Loren S.</td>
<td>Professor, Chemistry; Ph.D.</td>
<td>Washington State University</td>
<td>1970</td>
</tr>
<tr>
<td>Carter, Nicholas A.</td>
<td>Assistant Professor, History; Ph.D.</td>
<td>Carnegie-Mellon University</td>
<td>1992</td>
</tr>
<tr>
<td>Centanni, Russell</td>
<td>Professor, Biology; Ph.D.</td>
<td>University of Montana</td>
<td>1973</td>
</tr>
<tr>
<td>Chastain, Garvin</td>
<td>Professor, Psychology; Ph.D.; University of Texas Austin</td>
<td>1978</td>
<td></td>
</tr>
<tr>
<td>Christie, Steve M.</td>
<td>Director, Office of Field Experience and Program Evaluation; Associate Professor, Foundations, Technology and Secondary Education; Ph.D.</td>
<td>University of Idaho</td>
<td>1987</td>
</tr>
<tr>
<td>Colby, Conrad</td>
<td>Professor, Respiratory Therapy; Ph.D.</td>
<td>University of Montana</td>
<td>1970</td>
</tr>
<tr>
<td>Coll, Kenneth M.</td>
<td>Associate Professor, Counseling; Ph.D.</td>
<td>Oregon State University</td>
<td>1988</td>
</tr>
<tr>
<td>Constant, Isabelle</td>
<td>Assistant Professor, Modern Languages; Ph.D.</td>
<td>University of Arizona</td>
<td>1998</td>
</tr>
<tr>
<td>Cook, Devan</td>
<td>Assistant Professor, English; Ph.D.; Florida State University</td>
<td>1997</td>
<td></td>
</tr>
<tr>
<td>Cook, James</td>
<td>Chair and Professor, Music; D.M.A.</td>
<td>University of Southern California</td>
<td>1992</td>
</tr>
<tr>
<td>Cotrell, Gretchen</td>
<td>Associate Professor, Social Work; Ph.D.</td>
<td>University of California, Berkeley</td>
<td>1991</td>
</tr>
<tr>
<td>Cox, David</td>
<td>Chair, Graduate Program Coordinator, and Associate Professor, University of California; Instructional &amp; Performance Technology; Ph.D.</td>
<td>University of Minnesota</td>
<td>1992</td>
</tr>
<tr>
<td>Cox, Marvin</td>
<td>Chair, Graduate Program Coordinator, and Professor, Communication; Ph.D.</td>
<td>University of Kansas</td>
<td>1977</td>
</tr>
<tr>
<td>Cox, T Virginia</td>
<td>Chair and Associate Professor, Anthropology; Ph.D.</td>
<td>University of Georgia</td>
<td>1967</td>
</tr>
<tr>
<td>Crank, John</td>
<td>Professor, Criminal Justice: Administration; Ph.D., University of Colorado, Boulder</td>
<td>1994</td>
<td></td>
</tr>
<tr>
<td>Davis, Charles</td>
<td>Professor, English; Ph.D.</td>
<td>University of North Carolina, Chapel Hill</td>
<td>1963</td>
</tr>
<tr>
<td>Dayley, Jon Phillip</td>
<td>Professor, English; Ph.D.</td>
<td>University of California, Berkeley</td>
<td>1982</td>
</tr>
<tr>
<td>Dobson, Jerry</td>
<td>Professor, Psychology; Ph.D.</td>
<td>Purdue University</td>
<td>1970</td>
</tr>
<tr>
<td>Donaldson, Paul R.</td>
<td>Chair and Professor, Geosciences; Ph.D. Colorado School of Mines</td>
<td>1975</td>
<td></td>
</tr>
<tr>
<td>Dorman, Patricia</td>
<td>Chair and Professor, Sociology; Ph.D.</td>
<td>University of Utah</td>
<td>1967</td>
</tr>
<tr>
<td>Douglass, J D Jr</td>
<td>Professor, Art; M.F.A. Cranbrook Academy of Art</td>
<td>1972</td>
<td></td>
</tr>
<tr>
<td>Downey, Margaret</td>
<td>Assistant Professor, Nursing; R.N., M.S., Idaho State University</td>
<td>1994</td>
<td></td>
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<tr>
<td>Downs, Richard R.</td>
<td>Counseling Psychologist, Counseling; Associate Professor, Psychology; Ed.D., Ball State University</td>
<td>1975</td>
<td></td>
</tr>
<tr>
<td>Drayor, Gerald F.</td>
<td>Professor, Economics; Ph.D.</td>
<td>Ohio University</td>
<td>1976</td>
</tr>
<tr>
<td>Dubert, LeeAnn</td>
<td>Associate Professor, Foundations, Technology and Secondary Education; Ph.D., University of Wisconsin, Madison</td>
<td>1992</td>
<td></td>
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<tr>
<td>Duffy, Alfred M.</td>
<td>Graduate Program Coordinator and Professor, Biology; Ph.D., State University of New York, Binghamton</td>
<td>1988</td>
<td></td>
</tr>
<tr>
<td>Duttagupta, Siddhartha</td>
<td>Assistant Professor Electrical Engineering; Ph.D., Rochester Institute of Technology</td>
<td>1996</td>
<td></td>
</tr>
<tr>
<td>Dykstra, Dewey J, Jr.</td>
<td>Professor, Physics; Ph.D., University of Texas Austin</td>
<td>1981</td>
<td></td>
</tr>
<tr>
<td>Eastman, Phillip</td>
<td>Dean, College of Arts and Sciences; Professor, Mathematics and Computer Science; Ph.D., University of Texas</td>
<td>1977</td>
<td></td>
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<tr>
<td>Elsley, Mark</td>
<td>Associate Professor, Instructional &amp; Performance Technology; Ph.D.</td>
<td>Brigham Young University</td>
<td>1990</td>
</tr>
<tr>
<td>Ellis, Robert W.</td>
<td>Professor, Chemistry; Ph.D.</td>
<td>Oregon State University</td>
<td>1971</td>
</tr>
<tr>
<td>English, Denise M.</td>
<td>Associate Professor, Accountancy; Ph.D.</td>
<td>Indiana University</td>
<td>1986</td>
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<tr>
<td>English, Thomas J.</td>
<td>Professor, Accountancy; Ph.D., Arizona State University</td>
<td>1996</td>
<td></td>
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<tr>
<td>Erickson, Gary</td>
<td>Chair and Professor, Electrical Engineering; Ph.D., University of Wyoming</td>
<td>1996</td>
<td></td>
</tr>
<tr>
<td>Feldman, Alex</td>
<td>Graduate Program Coordinator and Associate Professor, Mathematics and Computer Science; Ph.D., University of Wisconsin Madison</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td>Ferguson, David J.</td>
<td>Associate Professor, Mathematics and Computer Science; Ph.D., University of Idaho</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td>Fletcher, Allan W.</td>
<td>Professor, History; Ph.D., University of Washington</td>
<td>1970</td>
<td></td>
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<tr>
<td>Foster, Thomas</td>
<td>Associate Professor, Computer Information Systems and Computer Management; Ph.D., University of Missouri-Columbia</td>
<td>1997</td>
<td></td>
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<tr>
<td>Freemuth, John C.</td>
<td>Professor, Political Science; Ph.D., Colorado State University</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td>French, Judith</td>
<td>Professor, Elementary Education and Specialized Studies; Ph.D., Florida State University</td>
<td>1976</td>
<td></td>
</tr>
<tr>
<td>Friedli, Robert L.</td>
<td>Professor, Foundations, Technology and Secondary Education; Ph.D., University of Utah</td>
<td>1997</td>
<td></td>
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<tr>
<td>Frost, James</td>
<td>Assistant Professor, English; Ph.D., Texas A&amp;M University</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td>Fry, Philip C.</td>
<td>Associate Professor, Computer Information Systems and Production Management; Ph.D., Louisiana State University</td>
<td>1997</td>
<td></td>
</tr>
<tr>
<td>Fuller, Eugene G.</td>
<td>Professor, Biology; Ph.D., Oregon State University</td>
<td>1967</td>
<td></td>
</tr>
<tr>
<td>Gallup, V Lyman</td>
<td>Associate Professor, Computer Information Systems and Production Management; Ph.D., University of Oregon</td>
<td>1977</td>
<td></td>
</tr>
<tr>
<td>Galli, Gustavo</td>
<td>Assistant Professor, Modern Languages; Ph.D., University of Wisconsin-Madison</td>
<td>1997</td>
<td></td>
</tr>
<tr>
<td>Garza, Alicia</td>
<td>Assistant Professor, Modern Languages, Ph.D., University of Arizona</td>
<td>1997</td>
<td></td>
</tr>
<tr>
<td>Gehlke, Pamela</td>
<td>Associate Professor, Health Science; M.S., University of Portland</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td>Gescomann, Andrew</td>
<td>Graduate Program Coordinator and Assistant Professor, Criminal Justice Administration; Ph.D., Washington State University</td>
<td>1999</td>
<td></td>
</tr>
<tr>
<td>Glen, Roy</td>
<td>Associate Professor, Management; Ph.D., Case Western Reserve University</td>
<td>1982</td>
<td></td>
</tr>
<tr>
<td>Gonzalez, J E</td>
<td>Assistant Professor, Social Work; Ph.D., University of Texas</td>
<td>1995</td>
<td></td>
</tr>
<tr>
<td>Gough, Newell &quot;Sandy&quot;</td>
<td>Associate Professor, Management; Ph.D., University of Utah</td>
<td>1989</td>
<td></td>
</tr>
<tr>
<td>Grantham, Stephen B.</td>
<td>Associate Professor, Mathematics and Computer Science; Ph.D., University of Colorado</td>
<td>1982</td>
<td></td>
</tr>
<tr>
<td>Green, Gary I</td>
<td>Professor, Computer Information Systems and Production Management; Ph.D., University of Washington</td>
<td>1988</td>
<td></td>
</tr>
<tr>
<td>Griffin, John</td>
<td>Associate Professor, Mathematics and Computer Science; Ph.D., Washington State University</td>
<td>1983</td>
<td></td>
</tr>
</tbody>
</table>

*Note: The year in parentheses indicates the year of graduation or appointment.*
Boise State University Graduate Faculty

Groebner, David F. .................................................................(1973)
Chair and Professor, Computer Information Systems and Production
Management; Ph.D., University of Utah
Guilford, Charles .................................................................(1981)
Associate Professor, English; Ph.D., Northwestern University

H

Hadden, James E. .................................................................(1997)
Assistant Professor, English; M.A., University of Washington
Hanlon, Heather .................................................................(1991)
Graduate Program Coordinator and Professor, Art; Ed.D., University of
Oregon
Hanna, Charles B. .................................................................(1996)
Assistant Professor, Physics; Ph.D., Stanford University
Harkness, Daniel .................................................................(1993)
Associate Professor, Social Work; Ph.D., University of Kansas
Harris, Chad .................................................................(1995)
Associate Professor, Health, Physical Education and Recreation; Ph.D.,
Oregon State University
Harrison, Teresa Delgadillo ....................................................(1997)
Assistant Professor, Foundations, Technology and Secondary Education;
Ed.D., University of Nevada, Las Vegas
Hausrath, Alan R. .................................................................(1977)
Chair and Professor, Mathematics and Computer Science; Ph.D., Brown
University
Hayes, Curtis .................................................................(1994)
Professor, Elementary Education and Specialized Studies; Ph.D., University
of Texas at Austin
Heap, Felix A. .................................................................(1978)
Professor, Art; Ph.D., University of Minnesota
Heck, Cary .................................................................(1995)
Assistant Professor, Criminal Justice Administration; Ph.D., Washington
State University
Hemmens, Craig .................................................................(1996)
Assistant Professor, Criminal Justice Administration; J.D., North Carolina
Central University
Hennessy, Helke .................................................................(1988)
Assistant Professor, Modern Languages; Ph.D., University of California-Davis
Hepler, Juanita .................................................................(1991)
Director and Professor, Social Work; Ph.D., University of Wisconsin,
Madison
Hoges, Werner W K. ..........................................................(1985)
Director, Human Performance Laboratory; Professor, Health, Physical
Education and Recreation; Ed.D., Brigham Young University
Hoff, Marie .................................................................(1992)
Professor, Social Work, Ph.D., University of Washington
Holldenbaugh, Kenneth M .....................................................(1968)
Dean, Graduate College and Research; Professor, Geosciences; Ph.D.,
University of Idaho
Holmes, M. Randall .................................................................(1996)
Assistant Professor, Mathematics and Computer Science; Ph.D., State
University of New York at Binghamton
Honts, Charles R. .................................................................(1995)
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
Hughes, Robert B. .................................................................(1971)
Professor, Mathematics and Computer Science; Ph.D., University of
California, Riverside

J

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
Jink, James .................................................................(1994)
Assistant Professor, Music; D.A., University of Colorado
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

K

Kania, Bartoszynska, Joanna ....................................................(1996)
Associate Professor, Mathematics and Computer Science; Ph.D., University
of California, Berkeley
Kelley, Lorrie Lynn .................................................................(1991)
CT/MRI Program Director and Associate Professor, Radiologic Sciences;
M.S., Boise State University
Kelly, Philip P. .................................................................(1998)
Visiting Assistant Professor; Foundations Technology, and Secondary
Education; Ph.D., Michigan State University
Kenny, G. Ota .................................................................(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
Kanney, Richard .................................................................(1976)
Professor, Political Science; Ph.D., University of Notre Dame
Klaasch, Richard .................................................................(1992)
Chair and Associate Professor, Theatre Arts; Ph.D., Wayne State University
Kooppen, David R. .................................................................(1986)
Chair and Associate Professor, Accountancy; Ph.D., University of
Wisconsin-Madison
Koelsch, Peter .................................................................(1997)
Assistant Professor, Biology; Ph.D., Idaho State University
Kosasa, Karen K .................................................................(1998)
Assistant Professor; A.B.D. M.F.A., M.A., University of Rochester
Kozar, Bill .................................................................(1989)
Professor, Health, Physical Education and Recreation; Ph.D., University of
Iowa
Kyle Patricia .................................................................(1998)
Assistant Professor, Elementary Education and Specialized Studies; Ph.D.,
University of Idaho

L

La Cava, Gerald .................................................................(1982)
Professor, Computer Information Systems and Production Management;
Ph.D., University of Kansas
Lambert, Carroll .................................................................(1976)
Professor, Elementary Education and Specialized Studies; Ed.D., Utah State
University
Lanham, Daniel O .................................................................(1970)
Professor, Mathematics and Computer Science; Ph.D., University of Oregon
Landrum, R. Eric .................................................................(1992)
Chair and Associate Professor, Psychology; Ph.D., Southern Illinois
University at Carbondale
LaRiviere, Sara .................................................................(1989)
Associate Professor, Health Studies; Ed.D., University of La Verne
Latham, William .................................................................(1984)
Dean, College of Business and Economics; Professor, Accountancy; Ph.D.,
Arizona State University
Lauberbach, Charles .................................................................(1997)
Professor, English; Ph.D., University of California, Davis
Leahy, Richard .................................................................(1971)
Professor, English; Ph.D., University of California, Davis
Boise State University Graduate Faculty

McCordie, Suzanne .................................................(1978)
Associate Dean, College of Social Sciences and Public Affairs; Professor, Communication; Ph.D., University of Colorado
McCuskie, C Ed Jr .................................................(1981)
Professor, Communication; Ph.D., University of Oregon
McNamara, James P .................................................(1997)
Assistant Professor, Geosciences; M.S., Syracuse University
Medlin, John J ......................................................(1996)
Associate Professor, Accountancy; M.B.A., University of Denver
Mercer, Gary D .....................................................(1975)
Professor, Chemistry; Ph.D., Cornell University
Merr, C Mike .........................................................(1974)
Professor, Accountancy; D.B.A., University of Southern California
Michaels, Paul .......................................................(1994)
Assistant Professor, Geosciences; Ph.D., University of Utah
Miller, Margaret .....................................................(1994)
Graduate Program Coordinator and Associate Professor, Counseling; Ph.D., University of Idaho
Miller, Nicholas .....................................................(1993)
Associate Professor, History; Ph.D., University of Indiana
Miller, Rickie .........................................................(1992)
Associate Professor, Elementary Education and Specialized Studies; Ph.D., New Mexico State University
Mills, Janet Lee .......................................................(1989)
Professor, Communication; 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
Moor, Rick Clifton ...................................................(1994)
Assistant Professor, Communication; Ph.D., University of Oregon
Moore-Rosenberg, Florence J ......................................(1993)
Chair and Associate Professor, Modern Languages; Ph.D., University of California, Davis
Morr, Daniel N .........................................................(1986)
Assistant Professor, Communication; Ph.D., University of Wisconsin
Most, Marshall .........................................................(1995)
Assistant Professor, Communication; M.A., Boise State University
Mulhern, 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

N

Nagasundaram, Murli ................................................(1990)
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
Northrup, Clyde J ....................................................(1998)
Graduate Program Coordinator and Assistant Professor, Geosciences; Ph.D., Massachusetts Institute of Technology
Novak, E Shawn .....................................................(1996)
Associate Professor, Accountancy; Ph.D., University of Houston
Novak, Stephen ......................................................(1993)
Associate Professor, Biology; Ph.D., Washington State University
Boise State University Graduate Faculty

O

Odaht, 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)
Graduate Program Coordinator, Creative Writing and Associate Professor,
English; M.A., Syracuse University

Palmer, Rosemary .......................................................... (1998)
Assistant Professor, Elementary Education and Specialized Studies; Ph.D.,
University of Wyoming

Parke, Stephen A............................................................. (1996)
Assistant Professor, Electrical Engineering; Ph.D., University of California,
Berkely

Parker, Ben I ................................................................. (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)
Associate Professor, Sociology; Ph.D., University of California-Riverside

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

Pavletic, 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

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

Petkus, Edward Jr .......................................................... (1983)
Associate Professor, Marketing and Finance; Ph.D., University of Tennessee

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

Pfeiffer, 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)
Professor, Foundations, Technology and Secondary Education; Ph.D.,
University of Nebraska, Lincoln

Pomplin, Richard .......................................................... (1986)
Associate Professor, Marketing and Finance; Ph.D. University of Texas
Austin

Potter, Glenn R ............................................................. (1985)
Dean, College of Education; Doctoral Program Coordinator; Professor,
Health, Physical Education and Recreation; Ed.D., Brigham Young
University

Purdy, Craig A (Sean) R ............................................... (1987)
Assistant Professor, Music; M.M., New England Conservatory

Rafa, Nader ................................................................. (1986)
Associate Professor, Electrical Engineering; Ph.D., Case Western Reserve
University

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)
Hones Program Director and Professor, Political Science; Ph.D., University
of South Carolina

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

Robbins, Bruce ........................................................... (1990)
Associate 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 .......................................................... (1982)
Associate Professor, Communication; Ph.D., University of Iowa

Roxine, Gary ............................................................... (1995)
Chair and Professor, Art; Ph.D., School of Visual Arts, Pennsylvania State
University

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

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

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

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

Ryder, 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, Charman 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)
Associate Professor, English; Ph.D., University of Colorado, Boulder

Sanderson, Richard Ken .................................................. (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)
Graduate Program Coordinator and Associate Professor, History; Ph.D.,
University of New Mexico

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

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

Schroeder, Diane .......................................................... (1988)
Associate Dean, College of Business and Economics and Associate
Professor, Marketing and Finance; Ph.D., University of Colorado, Boulder

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

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

Sener, Joseph .............................................................. (1996)
Assistant Professor, Civil Engineering; Ph.D., Northwestern University

Serpa, Marcelo ............................................................ (1998)
Assistant Professor, Biology; Ph.D., University of California, Davis
<table>
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<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Degree</th>
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<tr>
<td>Thorsen, Carolyn</td>
<td>Director of Technology Programs and Professor, Foundations, Technology and Secondary Education; Ph.D., Utah State University</td>
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<td>Trusky, Tom</td>
<td>Professor, English; M.A., Northwestern University</td>
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<td>Turner, Lee Ann</td>
<td>Assistant Professor, Art; Ph.D., University of Pennsylvania</td>
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<td>Turkell, Robert</td>
<td>Associate Professor, Psychology; Ph.D., State University of New York at Albany</td>
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<td>Twight, 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>Vanz, Warren L.</td>
<td>Professor, History; Ph.D., University of Utah</td>
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<td>Waitz, Wenden W.</td>
<td>Chair and Professor, Elementary Education and Specialized Studies; Ph.D., Utah State University</td>
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<td>Wally, Sharon</td>
<td>Assistant Professor, Mathematics and Computer Science; Ph.D., Washington State University</td>
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<td>Wall, Anthony</td>
<td>Professor, Criminal Justice Administration; Ph.D., Bowling Green State University</td>
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<td>Wanek, James E.</td>
<td>Assistant Professor, Management, Ph.D., University of Minnesota</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>Weatherby, James B.</td>
<td>Director, Public Affairs Program; Associate Professor, Political Science; Ph.D., University of Idaho</td>
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<td>White, Craig</td>
<td>Professor, Geosciences; Ph.D., University of Oregon</td>
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<td>White, Harry</td>
<td>Professor, Marketing and Finance; Ph.D., Texas A &amp; M University</td>
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<td>Wicklow-Howard, Marcia</td>
<td>Professor, Biology; Ph.D., Oregon State University</td>
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<td>Widmayer, Jan</td>
<td>Graduate Program Coordinator and Professor, English; Ph.D., University of Michigan</td>
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<td>Wieland, Mitchell</td>
<td>Assistant Professor, English; M.F.A., University of Alabama</td>
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<td>Willison, Scott</td>
<td>Associate Professor, Foundations, Technology, and Secondary Education; Ph.D., Indiana University</td>
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<td>Wilson, Martha K.</td>
<td>Graduate Program Coordinator and Associate Professor, Social Work; Ph.D., University of Alabama</td>
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<td>Wise, William A.</td>
<td>Professor, Management; J.D., University of Michigan</td>
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<tr>
<td>Windelck, Donald J.</td>
<td>Assistant Professor, Instructional &amp; Performance Technology; Ed.D., Texas Tech University</td>
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<td>Wit, Stephanie L.</td>
<td>Chair and Associate Professor, Political Science; Ph.D., Washington State University</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>
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<tr>
<td>Wojtkowski, Wita</td>
<td>Professor, Computer Information Systems and Production Management; Ph.D., Case Western Reserve University</td>
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</tr>
</tbody>
</table>
### Boise State University Graduate Faculty

- Wollheim, Peter, M.S., Instructional Technology (1989)
- Wood, Spencer H., Ph.D., Geosciences (1977)
- Young, Katherine, M.A., Outdoor Education and Recreation (1988)

### Adjunct Graduate Faculty

**Part Time Faculty, Faculty from Other Universities, and Personnel from Affiliated Agencies as of March 1999**

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Institution</th>
<th>Year</th>
</tr>
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<tbody>
<tr>
<td>Agras, Jonathan P.</td>
<td>M.S., Instructional Technology</td>
<td>1996</td>
</tr>
<tr>
<td>Allaire, Bobbie M.</td>
<td>M.S., Instructional Technology</td>
<td>1994</td>
</tr>
<tr>
<td>Barrash, Warren</td>
<td>Ph.D., Geosciences</td>
<td>1995</td>
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<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>Bentley, Elon D.</td>
<td>Ph.D., Geosciences Emeritus</td>
<td>1981</td>
</tr>
<tr>
<td>Burnham, William</td>
<td>Ph.D., Biology</td>
<td>1987</td>
</tr>
<tr>
<td>Burns, Richard V.</td>
<td>B.A., Public Affairs</td>
<td>1996</td>
</tr>
<tr>
<td>Cade, Tom</td>
<td>Ph.D., Biology Emeritus</td>
<td>1989</td>
</tr>
<tr>
<td>Chadwick, Daniel G.</td>
<td>J.D., Public Affairs</td>
<td>1996</td>
</tr>
<tr>
<td>Chyung, Seung Yoon</td>
<td>Ed.D., Instructional Technology</td>
<td>1996</td>
</tr>
<tr>
<td>Clement, William P.</td>
<td>Ph.D., Geosciences</td>
<td>1998</td>
</tr>
<tr>
<td>Clenno, Thomas M.</td>
<td>Ph.D., Geosciences</td>
<td>1996</td>
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<tr>
<td>Cobin, Robert M.</td>
<td>A.T., Sociology</td>
<td>1990</td>
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<tr>
<td>Crookham, Larry K.</td>
<td>M.S., Instructional Technology</td>
<td>1996</td>
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<tr>
<td>Davydov, Vladimir I.</td>
<td>Ph.D., Geosciences</td>
<td>1999</td>
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<tr>
<td>Denato, Mary M.</td>
<td>Ph.D., Geosciences</td>
<td>1996</td>
</tr>
<tr>
<td>Donovan, Brenda</td>
<td>Ph.D., Psychology</td>
<td>1997</td>
</tr>
<tr>
<td>Douglas, Dorothy</td>
<td>Ph.D., Biology Emeritus</td>
<td>1987</td>
</tr>
<tr>
<td>Eastmond, Daniel V.</td>
<td>Ph.D., Instructional Technology</td>
<td>1996</td>
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<tr>
<td>Eddy, Theodore A.</td>
<td>B.S., Instructional Technology</td>
<td>1995</td>
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<tr>
<td>Eversly, Mary L.</td>
<td>M.A., Counseling</td>
<td>1996</td>
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<tr>
<td>Erzner, Peggy P.</td>
<td>Ph.D., Instructional Technology</td>
<td>1986</td>
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<tr>
<td>Feldman, Murray, J.D.</td>
<td>Public Policy and Administration</td>
<td>1988</td>
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<td>Fenner, JoAnn O'Brien</td>
<td>Ph.D., Instructional Technology</td>
<td>1994</td>
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<tr>
<td>Freeman, Brenda</td>
<td>Ph.D., Counseling</td>
<td>1985</td>
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<tr>
<td>Fuller, Mark R.</td>
<td>Ph.D., Biology</td>
<td>1992</td>
</tr>
<tr>
<td>Furman, Susan Reuling</td>
<td>M.Ed., School Counseling</td>
<td>1997</td>
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<td>Gillerman, Virginia, Ph.D.</td>
<td>Geosciences</td>
<td>1994</td>
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<tr>
<td>Hackett, William R.</td>
<td>Ph.D., Geosciences</td>
<td>1987</td>
</tr>
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<td>Hadiokas, Nicholas</td>
<td>Ph.D., Biology</td>
<td>1998</td>
</tr>
<tr>
<td>Hahn, Christine, M.D.</td>
<td>Health Science</td>
<td>1998</td>
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<tr>
<td>Hamilton, Ben M.</td>
<td>Ed., Instructional Technology</td>
<td>1987</td>
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<tr>
<td>Hardegree, Stuart</td>
<td>Ph.D., Biology</td>
<td>1995</td>
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<td>Hawkins, Nina</td>
<td>M.L.S., Elementary Education</td>
<td>1992</td>
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<td>Hecker, Elizabeth, Ph.D.</td>
<td>Political Science</td>
<td>1985</td>
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<tr>
<td>Henbest, Margaret, M.S.</td>
<td>Health Science</td>
<td>1998</td>
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<tr>
<td>Hill, Lysa, M.S.</td>
<td>Health Science</td>
<td>1987</td>
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<tr>
<td>Hoffman, Rebecca</td>
<td>Theatre Arts</td>
<td>1977</td>
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<tr>
<td>Holmes, Robin, M.Ed.</td>
<td>Elementary Education</td>
<td>1992</td>
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<td>Hoppen, Gay, M.A.</td>
<td>Art</td>
<td>1990</td>
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<td>Ilett, Frank Jr., M.B.A.</td>
<td>Accountancy</td>
<td>1995</td>
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<td>Ikonom, Lisa, Ph.D.</td>
<td>Sociology</td>
<td>1998</td>
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<tr>
<td>Jarocki, William, L.</td>
<td>Public Policy and Administration</td>
<td>1998</td>
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<td>Johnson, Rich, Ph.D.</td>
<td>Secondary Education</td>
<td>1987</td>
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<td>Kerm-Blair, Angela, M.A.</td>
<td>Sociology</td>
<td>1990</td>
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<td>Kidd, Brenton A.</td>
<td>E.D.D., Secondary Education</td>
<td>1999</td>
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<td>Kiff, Lloyd Francis, M.A.</td>
<td>Biology</td>
<td>1995</td>
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<td>Knapp, James M.S.W.</td>
<td>Social Work</td>
<td>1993</td>
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<td>Knick, Steven T.</td>
<td>Ph.D., Biology</td>
<td>1990</td>
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<td>Knoll, Michael D.</td>
<td>Ph.D., Geosciences</td>
<td>1996</td>
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<td>Knox, Ellis (Skip)</td>
<td>Ph.D., History</td>
<td>1980</td>
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<td>Kobe, Nancy, M.Ed.</td>
<td>Counseling</td>
<td>1988</td>
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<td>Kochert, Michael, Ph.D.</td>
<td>Biology</td>
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<td>Lanzaert, Steven M.B.</td>
<td>Ed., Counseling</td>
<td>1998</td>
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<td>Louis, Calvin, M.S.</td>
<td>Health Science</td>
<td>1996</td>
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<td>Lovin, Hugh, Ph.D.</td>
<td>History Emeritus</td>
<td>1971</td>
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<td>Lytle, Mitchell, Ph.D.</td>
<td>Geosciences</td>
<td>1995</td>
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</tbody>
</table>
# Boise State University Adjunct Graduate Faculty

## M
- Ma, Yongsheng, Ph.D., Biology (1998)
- MacGregor, Carol, A.B.D./Ph.D., History (1999)
- Marti, Jr., Carl D., Ph.D., Biology (1997)
- Mazzaia, Rosemary, M.S., Biology (1994)
- McDonald, H. Gregory, Ph.D., Geosciences (1997)
- McIsaac, Hugh, Ph.D., Biology (1994)
- Melquist, Wayne, Ph.D., Biology (1990)
- Mitten, Joanne, M.S., Health Science (1999)
- Moore, Heber G., Ph.D., Instructional Technology (1996)

## N
- Newby, Timothy, Ph.D., Instructional Technology (1997)
- Noonan, Elizabeth (Bonnie), M.S., Elementary Education (1994)

## O
- Oberbeck, Verna, Ph.D., Geosciences (1994)
- Olson, Richard, Ph.D., Health Science (1997)
- Orr, Martin, Ph.D., Sociology (1997)
- Otterberg, Kurt L., Ph.D., Geosciences (1996)
- Ourada, Patricia K., Ph.D., History Emeritus (1973)

## P
- Pearson, Thel, Ph.D., Education Emeritus (1981)
- Phelps, Ruth, Ph.D., Secondary Education (1994)
- Plasket, Donna, Ph.D., Education (1996)
- Pullen, Rebecca, Ph.D., Biology (1994)

## R
- Reese, Melanie, Ph.D., Communication (1998)
- Rieman, Bruce, Ph.D., Biology (1999)
- Rodgers, David W., Ph.D., Geosciences (1987)
- Roloff, Gary John, Ph.D., Biology (1997)
- Rood, Christine, M.S., Secondary Education (1998)
- Rosenthal, Roger, Ph.D., Biology (1987)
- Ryan, Randall, Ph.D., Biology (1958)

## S
- Saab, Victoria, Ph.D., Biology (1998)
- Sallabanks, Rex, Ph.D., Biology (1994)

## At-Large Graduate Faculty

Participating in reciprocal university programs:

- Anderson, Jay E., Ph.D., Biology (1986)
- Anderson, Robert C., Ph.D., Biology (1986)
- Bowmer, Richard G., Ph.D., Biology (1986)
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