MESSAGE 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.

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.

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.

I am pleased that you have chosen to join our university community to pursue a graduate education.

My very best wishes for your success.

Charles P. Ruch
President
POLICY STATEMENT CONCERNING CATALOG CONTENTS

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 In particular, when an instructional program is to be withdrawn, the university will make every reasonable effort to ensure that students who are within two years of completing the graduation requirements, and who are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.
BOISE STATE UNIVERSITY
CATALOG — 1994-1995

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SUMMER SESSION 1994
For Registration Information, see summer Directory of Classes

April 29, Friday
Last day to submit “Admission to Candidacy” form to the Graduate Admissions Office for graduate degree to be awarded in August or December 1994.

May 2, Monday
Last day to mail 1994-95 “Free Application for Federal Student Aid” (FAFSA) for consideration for financial aid for 1994-95.

May 23, Monday
Classes begin for MBA program.

June 1, Wednesday
Fee payment deadline for summer session.

June 6, Monday
Classes begin for 8-week, 10-week and first 5-week sessions (for refund information, refer to summer Directory of Classes).

June 10, Friday
Last day to file “Application for Graduate Degree” with Graduate Admissions for graduate diploma to be awarded August 1994.

July 4, Monday
Independence Day Holiday (school closed).

July 8, Friday
First 5-week session ends.

July 11, Monday
Classes begin for second 5-week session.

July 22, Friday
Last day for final oral and project/thesis or dissertation defense.

July 29, Friday
End of 8-week session.

July 29, Friday
Last day to submit final signed copies (2) of project/thesis or dissertation to Graduate Dean’s Office.

August 12, Friday
End of 10-week session and second 5-week session.

FALL SEMESTER 1994
For Registration Information, see fall Directory of Classes

February 1, Tuesday
Date by which all materials must be received in the Financial Aid Office for best chance of receiving 1994-95 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 fall fee payment.

April 1, Friday
Last day to submit “Admission to Candidacy” form to the Graduate Admissions Office for graduate degree to be awarded in August or December 1994.

April 29, Friday
Last day to mail required documents to complete federal verification process for campus-based financial aid for 1994-95.

May 2, Monday
Last day for all foreign student application materials to be received for fall semester consideration.

May 23, Monday
Bills will be mailed to students registered for fall semester.

June 1, Wednesday
Last day for graduate students to submit applications, transcripts and other materials to the Graduside Admissions Office for fall semester. Applications received after this date might not be processed in time to admit students to degree programs.

July 1, Friday
Last day to register or drop/add for fall semester 1994 prior to fee payment deadline.

July 15, Monday
No registration or drop/add services during this period.

July 27, Wednesday
Fee payment deadline for registered students (payment must be received by 5:00 p.m.). Payment not received by deadline will result in course cancellation.

August 12, Friday
Cashier’s Office and Deferred Fee Office is closed.

August 15-22, Mon.-Mon.
Faculty orientation/meetings.

August 18, Thursday
Drop/add for registered and paid students (7:00 a.m. - 7:00 p.m.). Registration for fall semester 1994 reopens, drop/add continues.

September 12, Monday
Residence Halls open (11:00 a.m.).

September 15, Monday
New Student Orientation program.

September 21, Friday
Classes begin.

September 22, Saturday
Last day to register. Last day to add a class except with consent of instructor.

September 27, Monday
Labor Day holiday (school closed).

September 30, Thursday
Last day to file “Application for Graduate Degree” with Graduate Admissions for graduate diploma to be awarded December 1994.

September 30, Thursday
Last day for dropping a class without a “W” appearing on transcript.

October 1, Friday
Last day for student health insurance refund.

October 10, Monday
Columbus Day (school in session).

October 14, Friday
Notification of incompatibles from previous semester. Mid-semester grades submitted to Registrar’s Office by noon. Last day to file application with department for final master’s/doctoral written exam.

October 21, Friday
Last day to make class changes. Last day for complete withdrawal.

October 24, Monday
Final day for written exam for master’s/doctoral degree.

November 2-9
Registration for continuing students for spring semester 1995.

November 4, Monday
Advising for continuing students for spring semester 1995.

November 5, Saturday
Second 8-week block begins.

November 7-29
Second 8-week block ends.

November 11, Friday
Second 8-week block begins.

November 15, Tuesday
Second 8-week block ends.

November 16, Wednesday
Veterans Day (school in session).

November 23, Wednesday
Last day for all foreign student application materials to be received for spring semester consideration.

December 9, Friday
Last day for final oral and project/thesis or dissertation defense.

December 13, Tuesday
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 may not be processed in time to admit students to degree programs.

December 14, Wednesday
Thanksgiving Holiday (school closed).

December 15-16, 19-20
Classes resume.

December 21, Wednesday
Advising and registration for new and returning students for spring semester 1995.

December 23, Friday
Last day to submit “Admission to Candidacy” form to Graduate Dean’s Office for graduate degree to be awarded in May 1995.

December 23, Friday
Last day to submit final signed copies (2) of project/thesis or dissertation to Graduate Dean’s Office.

December 23, Friday
Readin/registration day.

December 29, Friday
Final semester examinations (exam schedule listed in fall semester Directory of Classes).

December 30-31
Residence halls close.

January 2, Monday
Grade reports due to Registrar (noon).
SPRING SEMESTER 1995

For Registration Information, see spring Directory of Classes

November 23, Wednesday
Last day for graduate students to submit applications, transcripts and other materials to the Graduate Admissions Office for the spring semester. Applications received after this date might not be processed in time to admit students to degree programs.

December 2, Friday
Last day to submit "Admission to Candidacy" form to the Graduate Admissions Office for graduate degree to be awarded in May 1995.

December 12, Monday
Bills will be mailed to students registered for spring semester.

December 16, Friday
Last day to register or drop/add for spring semester 1995 prior to fee payment deadline.

December 19-January 6
No registration or drop/add services during this period.

January 5, Thursday
Fee payment deadline for registered students (payment must be received by 5:00 p.m.). Payment not received by deadline will result in course cancellation.

January 5, Friday
Cashier’s Office and Deferred Fee Office is closed.

January 9, Monday
Faculty meetings.

January 9, Monday
Drop/add for registered and paid students (7:00 a.m. - 7:30 p.m.).

January 14, Saturday
Residence halls open (11:00 a.m.).

January 16, Monday
Dr. Martin Luther King, Jr./Idaho Human Rights Day Holiday (school closed).

January 17, Tuesday
Classes begin.

January 20, Friday
Last day to file "Application for Graduate Degree" with Graduate Admissions for graduate diploma to be awarded May 1995.

January 23, Monday
Last day to register. Last day to add a class except with consent of instructor.

January 30, Monday
Last day for refund for dropping a class or withdrawing from the University. Last day to drop a class without a "W" appearing on the transcript.

January 30, Tuesday
Last day for student health insurance refund.

February 1, Wednesday
Last recommended date to mail the "Free Application for Federal Student Aid" (FAFSA) to be considered for 1995-96 need-based scholarships. (The FAFSA is processed by a federal agency and must be received by the BSU Financial Aid Office by March 1.)

February 1, Wednesday
Processing of application for fall semester 1995 begins.

February 20, Monday
Presidents Day Holiday (school closed).

March 1, Wednesday
Last day to submit names for faculty-initiated withdrawal notifications.

March 1, Wednesday
Date by which "BSU Scholarship Application" must be received by the Financial Aid Office to be considered for 1995-96 merit and need-based scholarships.

March 1, Wednesday
Last recommended date to mail the "Free Application for Federal Student Aid" (FAFSA) and supporting documents for best chance of receiving 1995-96 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 1.) Students applying after this date may not have financial aid available in time to assist with fall semester fee payment.

March 10, Friday
Notification of incomplete classes from previous semester. Mid-semester grades submitted to Registrar’s Office by noon. Last day to file application with department for final master’s/doctoral written exam.

March 10, Friday
Last day to submit names for faculty-initiated withdraw notifications.

March 10, Friday
Second 8-week block begins.

March 13, Monday
Last day to make class changes. Last day for complete withdrawal.

March 24, Friday
Spring vacation.

March 27-April 2 Mon.-Sun.
Classes resume.

April 3, Monday
April 3, Monday
Date by which all materials must be received by the Financial Aid Office for best chance of receiving 1995-96 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 fall fee payment.

April 3-28
Advising for continuing students for summer/fall 1995.

April 5-28
Registration for continuing students for summer/fall 1995.

April 8, Saturday
Final day for written exam for master’s/doctoral degree.

April 14, Friday
Last day for final oral and project/thesis or dissertation defense.

April 28, Friday
Last day to submit final signed copies (2) of project/thesis or dissertation to Graduate Dean’s Office.

April 28, Friday
Last day to submit "Admission to Candidacy" form to Graduate Admissions Office for graduate degree to be awarded in August or December 1995.

May 1, Monday
Last date to mail 1994-95 "Free Application for Federal Student Aid" (FAFSA) for consideration for financial aid for 1994-95 (including summer 1995).

May 5, Friday
Classroom instruction ends.

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

May 13, Saturday
Residence halls close.

May 14, Sunday
Commencement - Pavilion (2:00 p.m.).

May 16, Tuesday
Grade reports due to Registrar (noon).

SUMMER SESSION 1995

For Registration Information, see summer Directory of Classes

April 28, Friday
Last day to submit "Admission to Candidacy" form to Graduate Admissions Office for graduate degree to be awarded in August or December 1995.

May 1, Monday
Last date to mail 1994-95 "Free Application for Federal Student Aid" (FAFSA) for consideration for financial aid for 1994-95 (including summer 1995).

May 22, Monday
Classes begin for MBA program.

June 5, Monday
Classes begin for 8-week, 10-week and first 5-week sessions (for refund information, see summer Directory of Classes). Independence Day Holiday (school closed).

July 4, Tuesday
First 5-week session ends.

July 7, Friday
Classes begin for second 5-week session.

July 10, Monday
Classroom instruction ends for Nampa Practical Nursing program.

July 21, Friday
End of 8-week session.

July 28, Friday
Last day to submit final signed copies (2) of project/thesis or dissertation to Graduate Dean’s Office.

August 11, Friday
End of 10-week session and second 5-week session.
INFORMATION RESOURCES

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

General Information (208) 385-1011
Toll-free in Idaho (800)-632-6586
Toll-free nationwide (800)-824-7017

BSU Bookstore, Student Union Building, 1700 University Drive (208) 385-1559

Career Center, 2065 University Drive (208) 385-1747
Cashier/Business Office, Administration Building, Room 211, 1910 University Drive (208) 385-1212/3699
Cashier/Housing, Administration Building, Room 213, 1910 University Drive (208) 385-1594
Continuing Education and Summer Sessions, Library, Room 247, 1865 University Drive (208) 385-3706
Counseling and Testing Center, Education Building, Sixth Floor, 2133 University Drive (208) 385-1601
Financial Aid, Administration Building, Room 117, 1910 University Drive (208) 385-1664
Graduate Admissions, Math-Geoscience Building, Room 141, 2000 University Drive (208) 385-3903
Dean, Graduate College and Research, Math-Geoscience Building, Room 140, 2000 University Drive (208) 385-3647

New Student Information Center, Northeast Entrance of Student Union Building, 1700 University Drive (208) 385-1820
Registrar, Administration Building, Room 102-110, 1910 University Drive (208) 385-3486
Student Health Services, 2103 University Drive (208) 385-1459
Student Residential Life, Administration Building, Room 214, 1910 University Drive (208) 385-3986
Dean of Student Special Services, Administration Building, Room 114, 1910 University Drive (208) 385-1583

BOISE STATE UNIVERSITY
ADMINISTRATION

Charles P. Ruch, President, (208) 385-1491
Daryl E. Jones, Provost and Vice President for Academic Affairs, (208) 385-1202
Carol Martin, Associate Vice President for Academic Affairs, (208) 385-4420
Harry E. Neel, Jr., Vice President for Finance and Administration and Bursar, (208) 385-1200
David S. Taylor, Vice President for Student Affairs, (208) 385-1418
Phillip Eastman, Interim Dean, College of Arts and Sciences, (208) 385-1415
William Ruud, Dean, College of Business, (208) 385-1125
Robert D. Barr, Dean, College of Education, (208) 385-1134

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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

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
- credits a student earns after successfully completing the course

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).
UNIVERSITY WIDE COURSE NUMBERS

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

580-589 SELECTED TOPICS Subjects normally offered and studies in one department can be divided into no more than 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
(Internships may not be repeated.)

591 PROJECT

592 COLLOQUIUM

593 THESIS

594 EXTENDED CONFERENCE OR WORKSHOP
(Graded A through F OR Pass/Fail.)

595 READINGS AND CONFERENCE

596 DIRECTED RESEARCH Masters' programs may include directed research credits at the discretion of the graduate student's supervising professor committee. A student may earn a maximum of 9 semester hours with no more than 6 in a given semester or session.

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

599 SHORT TERM CONFERENCE OR WORKSHOP
(Graded A through F OR Pass/Fail.) Generally the 599 number is used for courses meeting 3 weeks or less and the 594 for courses meeting more than 3 weeks. The decision, however, is made by the department or school offering the course.
OUR 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. To the extent that we attain this goal, the education you receive at BSU 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
- social sciences
- public affairs
- performing arts
- education
- interdisciplinary studies

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

OUR HISTORY

In 1932, the Episcopal Church founded Boise Junior College, the first post-secondary school in Idaho’s capital. The Episcopal Church discontinued its sponsorship in 1934, and 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; thereafter, the college was supported by 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 Hospital, the school was moved in 1940 to its present location alongside the Boise River.

In 1965, Boise Junior College was granted four-year status and 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.

Over the next ten years, graduate student enrollment increased steadily, while the demand for new graduate programs escalated dramatically. In response, the university implemented 18 master’s programs and its first doctoral program, the Doctor of Education in Curriculum and Instruction. Collectively, these programs serve more than 3,000 graduate students—20% of the university’s total enrollment.

During its 62-year history, BSU has operated under the leadership of five presidents:

- Bishop Middleton Barnwell (1932-34)
- Eugene Chaffee (1934-67)
- John 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 membership on the College Entrance Examination Board and in the College Scholarship Service Assembly. Many of BSU’s academic programs have additional accreditation or approval from one or more of the following organizations:

- American Assembly of Collegiate Schools of Business
- National Council for Accreditation of Teacher Education
- International Association of Counseling Services
- American Council for Construction Education
- National Athletic Trainers Association
- National Association of State Directors of Teacher Education and Certification
- Council on Social Work Education
- National Association of Schools of Music
- American Chemical Society
- National League for Nursing
- Idaho State Board of Nursing
- American Dental Association Commission on Dental Accreditation
- American Medical Association (AMA) Committee on Allied Health Education and Accreditation
STUDENTS
Each semester, BSU enrolls over 15,000 students who come from every county in Idaho, from nearly every state in the nation, and from over 30 foreign countries. The university’s urban setting attracts and complements this diverse student body, which includes young adults, senior citizens, working professionals, and 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 or with the state’s largest daily newspaper. In addition, you can attend civic and cultural events hosted by BSU, participate in student government, or serve on university committees.

FACULTY
Boise State University’s strength lies in its faculty. You’ll 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. Most of your classes will be taught by full-time professors, giving you the opportunity to work with some of the West’s most respected scientists, artists, researchers, and educators.

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 360 individuals who make up the Graduate Faculty, 97% possess a terminal degree.

In addition to helping students to learn, BSU faculty assist business, industry, educational institutions, government agencies, professional groups, and others with educational programs and research-and-development efforts. The university also provides assistance to organizations developing training programs aimed at upgrading the techniques, knowledge, and skills of employees.

OUR SETTING
Boise is the largest metropolitan center between Portland, Oregon and Salt Lake City, Utah. Set against a backdrop of Rocky Mountain foothills, Boise is one of the most appealing cities in the West.

A growing city of more than 135,000 people, Boise is the world headquarters to several corporations. These companies represent more than $25 billion in annual sales and employ more than 18,000 people in southwest Idaho. The region enjoys a varied economy, based on agricultural products, government, high technology, construction, tourism, forest products 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 a short three-hour drive.

The Boise Greenbelt, a 19-mile network of parks and riverside paths, runs through campus. Three city parks are within walking distance of BSU. A footbridge spans the Boise River, linking the campus to Julia Davis Park, where the Boise Art Museum, State Historical Museum, Zoo Boise and other facilities are available. An array of outdoor activities—fishing, hiking, skiing, river rafting, golf, tennis, camping—are 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, Boise Art Museum, SummerFest and a variety of theater productions. Touring artists frequently perform at the Morrison Center and Pavilion, both on the BSU campus.

Boise’s quality of life has been recognized by several national magazines. Money magazine listed Boise as the fourth-best place to live in America in 1991. The rating was based on reader opinions of “quality of life” factors such as health, crime, economy, housing, education, weather, leisure and the arts.

Other publications and their comments about Boise include:

“One of the 15 U.S. super cities.”
— Kiplinger’s Personal Finance Magazine

“One of the six cities of the ’90s.”
— USA Today

“One of the 10 best U.S. cities in which to raise children.”
— Parenting Magazine

“One of America’s safest cities.”
— Washington Post

“Bogus Basin, a skier’s nirvana, ranks as one of the country’s best local ski areas.”
— Skiing
A TOUR OF THE CAMPUS

BSU's 110-acre 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 Capitol Boulevard. Just a few minutes' walk from campus is downtown Boise, where you'll find inviting shops, fine restaurants, and vibrant nightlife. Step across the footbridge spanning the Boise River, and you're in the open green space of Julia Davis Park, home to the Idaho Historical Museum, the Boise Gallery of Art, and Zoo Boise.

On campus, the Administration Building houses the offices of several student services, including financial aid, registration, student special services, and housing. The Counseling and Testing Center is located in the Education Building, while the Student Health Center and the BSU Career Center are located across University Drive from the main campus.

Thanks to private financial support, the Business Building features computer labs for student use 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/Geoscience Building and the Public Affairs/Art West Building, both recently renovated.

Other notable features of the campus include 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.

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 Building, 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 Building contains:

- a game room, featuring bowling lanes, pool tables, and video games
- several lounges, ideal for studying or relaxing
- the Outdoor Rental Center, with equipment for winter and summer sports
- the BSU Bookstore, offering books, supplies, and general merchandise
- the Bronco Shop, offering BSU clothing and memorabilia

While at the Student Union Building, you can stop by the Information Desk to pick up tickets for campus programs and community events, or visit the offices of more than 130 recognized student organizations.

The Intramural/Recreation Office and the BSU Child Care Center are located in the BSU Pavilion, Idaho's largest multi-purpose arena. When not holding fans of Bronco basketball or gymnastics, the Pavilion is the site of concerts, professional sporting events, and family entertainment. Nearby is Bronco Stadium, the largest stadium in the Big Sky Conference, with a seating capacity of 22,500.

THE LIBRARY

The Library and its collections support the curricular and research efforts of the university. The Library's holdings exceed 1.5 million items, including:

- 353,000 monograph volumes
- 63,000 bound periodicals
- 4,700 current periodicals, newspapers, and other serials
- 124,000 maps
- 153,700 government publications
- 1,090,200 microfilm records

You can use Catalyst—the Library's computer network—to quickly and thoroughly search the Library's holdings. You can also log-on to Catalyst from most of the campus computer labs and from off-campus.

Curriculum Resource Center: Located on the Library's second floor, the Curriculum Resource Center houses print and non-print materials for elementary and secondary education, juvenile and young-adult books, and non-print materials for college-level instruction.

Documents and Maps: The Library is a depository for selected United States, Canadian, and Idaho state publications. In addition, the Library owns a small collection of publications produced by Ada County and the City of Boise. While covering a wide array of subjects, the map collection emphasizes Idaho, the Northwest, the United States, and Canada.

Reference Department: Located on the first floor, the Reference Department contains a large collection of indexes, handbooks, literature guides, encyclopedias,
dictionaries, and other reference volumes. In addition, the Reference Department offers several computer databases on CD-ROM, with workstations and printers available for student use. Finally, the Reference Department provides basic and advanced bibliographic service and assistance in using the Library.

Special Collections: Located on the second floor, Special Collections contains manuscript collections, rare books, and the university archives. In addition to housing the papers of Sen. Len B. Jordan and Sen. Frank Church, Special Collections maintains the Frank Church Room, in which memorabilia from the Senator’s career are displayed.

For more information about the Library, call 385-1816.

COMPUTER RESOURCES

Through the Center for Data Processing, the university provides student access to the university’s computer resources. The center assists in operating the computer labs maintained by various departments or colleges. Many of BSU’s offices and computer labs are connected to the campus fiber-optic network, allowing users to tap into the Campus-Wide Information System or gain access to the Internet, BITNET, and other networks.

For more information about BSU’s computer resources, call the Center for Data Processing at (208) 385-1433 or your graduate program coordinator.

ATHLETICS AND RECREATION

Within the intercollegiate athletic program at Boise State University, qualified students engage in outstanding competition with other universities and colleges of the Big Sky Conference, the PAC-10 Athletic Conference, and Division IAA of the National Collegiate Athletic Association (NCAA). The university fields intercollegiate teams in football, basketball, track, wrestling, tennis, cross-country, golf, gymnastics, and volleyball.

BSU’s four indoor recreational facilities—the Pavilion Auxiliary Gym, the Main Gym, the Boas Tennis Center, and the PE Annex—contain two gymnasiums, a swimming pool, two weight rooms, five racquetball courts, six indoor tennis 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 softball, tennis, touch football, and basketball.
Dean:
Kenneth M. Hollenbaugh, Ph.D.
Math/Geoscience Building, Room 140
Telephone (208) 385-3647

Graduate Admissions Coordinator:
Brian Newkirk
Math/Geoscience Building, Room 141
Telephone (208) 385-3903

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 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
AND PROGRAM COORDINATORS
Doctor of Education in Curriculum and Instruction
    Phyllis J. Edmundson, Ed.D.
Master of Science in Accounting, Taxation
    David F. Groebner, Ph.D.
Master of Business Administration
    David F. Groebner, Ph.D.
Master of Arts in Communication
    Robert R. Boren, Ph.D.
Master of Arts in Education,
    Art, Heather Hanlon, Ed.D.
    Curriculum and Instruction, Thel Pearson, Ph.D.
    Early Childhood, Thel Pearson, Ph.D.
    Reading, Thel Pearson, Ph.D.
    Special Education, Thel Pearson, Ph.D.
Master of Science in Education,
    Earth Science, Monte D. Wilson, Ph.D.
    Educational Technology, Thel Pearson, Ph.D.
    Mathematics, Thel Pearson, Ph.D.
Master of Arts in English
    Dale K. Boyer, Ph.D.
Master of Science in Exercise and Sport Studies
    Ross Vaughn, Ph.D.
Master of Science in Geology
    Claude Spinosa, Ph.D.
Master of Science in Geophysics
    John R. Pelton, Ph.D.
Master of Arts in History
    Michael Zirinsky, Ph.D.
Master of Science in Instructional & Performance Technology, David Cox, Ph.D.
Master of Arts/Science in Interdisciplinary Studies
    Thel Pearson, Ph.D.

Master of Music,
    Music Education
    Jeanne M. Belfy, Ph.D.
Master of Physical Education in Athletic Administration, Glenn R. Potter, Ed.D.
Master of Public Administration,
    General Public Administration
    Environmental and Natural Resources Administration
    James B. Weatherby, Ph.D.
Master of Science in Raptor Biology
    Marc J. Bechard, Ph.D.
Master of Arts in School Counseling
    James Nicholson, Ph.D.
Master of Social Work
    Juanita Hepler, Ph.D.
Master of Arts in Technical Communication
    Mike Markel. Ph.D.
Master of Fine Arts, Visual Arts
    David Oravez, M.F.A.
Summer Fest at the BSU
Centennial Amphitheatre

Keith Stein Blue Thunder
Marching Band

Impromptu performance
GENERAL POLICIES GOVERNING
GRADUATE STUDY AT BSU

Graduate Admissions Office
Room 141, Math/Geoscience Building
(208) 385-3903

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 non-degree-seeking students are published in the current academic calendar. Deadlines for all applicants seeking admission as degree-seeking students are as follows:

- Fall Semester 1994: July 27, 1994
- Spring Semester 1995: November 23, 1994
- Summer Sessions: One week before classroom instruction begins

These deadlines are strictly enforced. Therefore, you must ensure that the Graduate Admissions Office receives all of your application materials before the admissions deadline. If you fail to do so, you may still be admitted to the university; however, you will be admitted as a non-degree-seeking student. You will be limited to taking no more than seven credits per semester, and you will be ineligible for full financial aid.

NOTE: You should apply for some types of financial aid—such as assistantships and fellowships—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 March 1 or earlier, and are noted in the chapter 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 and you must have a cumulative grade-point average of at least 2.75 on a 4.00-point scale for all undergraduate credits.

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.

If you are admitted, you will initially be admitted with unclassified status, which indicates that you have been admitted to the Graduate College but have not yet been admitted to a graduate degree program. You retain this unclassified status until you have been accepted into a graduate degree program, and you may take classes while awaiting acceptance.

When you are admitted to a graduate degree program, your status changes to either regular or provisional. 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.

NOTE: If you take classes as an unclassified student, 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 your work as an unclassified student.

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 $15.00 application fee (non-refundable).
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/Geoscience 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 NON-DEGREE-SEEKING STUDENT
You may apply for admission as a non-degree-seeking student if you meet the following criteria:
• You have earned a bachelor’s degree or a higher degree from an accredited institution.
• Your grade-point average is at least 2.75 on a 4.00-point scale.

To apply for admission as a non-degree-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 $15.00 application fee (non-refundable).

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 the Graduate Admissions Office, Room 141, Math/Geoscience Building, Boise State University, 1910 University Drive, Boise, ID 83725.

APPLYING FOR ADMISSION AS AN INTERNATIONAL GRADUATE STUDENT
Boise State University welcomes applications from qualified students from 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—even if you plan to enroll in an undergraduate program.

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

1. Submit a completed Foreign Student Graduate Application to the Graduate Admissions Office, along with the $30.00 application fee (non-refundable).

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 the BSU Foreign Students Admissions Office, Room 107, Administration Building, Boise State University, 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 Foreign Students Admissions Office, you may substitute (1) true copies of official academic records and (2) proof of graduation. The true copies must be certified 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 Graduate Admissions Office, Room 141, Math/Geoscience Building, Boise State University, Boise, ID 83725. For applicants to graduate degree programs, BSU requires a minimum TOEFL score of 550.

4. Take the 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 the Graduate Admissions Office, Room 141, Math/Geoscience Building, Boise State University, Boise, ID 83725. 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 Graduate Admissions Office, Room 141, Math/Geoscience Building, Boise State University, Boise, ID 83725.
After you have met all of the requirements for admission, the Foreign 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 Foreign Student Admissions Office, Boise State University, 1910 University Drive, Boise, ID 83725. Phone: (208) 385-1757.

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.

SENIORS TAKING GRADUATE COURSES FOR GRADUATE CREDIT

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. Finally, you must demonstrate that the graduate credits will not interfere with your ability to graduate during that academic year.

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 the graduate course. Please note that courses in the M.B.A. program are excluded from this policy.

If you wish to take graduate courses for graduate credit, contact the Registrar's Office, Room 102, Administration Building.

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 faculty members. In some programs, you will be assigned an advisor in lieu of a supervisory committee. 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.

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. 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.

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 education. 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'll 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 requested 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, Room 114, Administration Building, 1910 University Drive, Boise, ID 83725. The telephone number is (208) 385-1583.

ACADEMIC POLICIES

The following section addresses BSU policies and procedures governing:

- acceptable academic performance
- course repeat policy
- minimum number of credits required for graduate degrees
- residence requirements
- transferring credits
- challenging required courses

Many other academic policies and procedures are described or defined elsewhere in this catalog, most notably in "Student Records, Registration, and Grades."

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 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 for any further graduate level work.

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 for any further graduate level work.

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 doctorate, a minimum of 66 semester credits beyond the master’s is required.

Residence Requirements: To obtain a master’s degree, you must complete at least 21 semester credits of approved graduate work at the university campus. For the doctorate, residency is required for the summer and Fall semesters of the first year of the program. Your department may elect to accept, for residence credits, some or all graduate work completed in an inter-institutional cooperative graduate program.

Transferring Credits: You can transfer up to nine graduate semester 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—a grade no lower than B.

In general, the university discourages graduate students from transferring credits earned for extension courses. Though some departments may elect to accept extension credits after conducting a detailed examination of each course. No correspondence course credits or experiential portfolio credits will be accepted for graduate credit.

Finally, you cannot transfer credits used to satisfy requirements for a graduate degree you received from another institution.

Challenging Required Courses: If a graduate student requests the opportunity to challenge a course in a graduate degree program, the department offering the course will decide whether to grant that opportunity. For interdisciplinary courses, the decision will be made by the college officer in charge of the graduate degree program to which the course applies.

GRADUATE DEGREE PROGRAMS: GENERAL 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.

The sections below define general policies and procedures governing:

- admission to a graduate degree program
- time limits for completion of degree requirements
- credit limits for directed research and pass/fail courses
- credit limits for undergraduate courses taken for graduate credit
- foreign-language requirements
- applying for candidacy
- applying for a graduate degree
- thesis and final-project requirements
- final-examination requirements

Admission to a Graduate Degree Program: Once you have been granted regular or provisional status (as described in "General Admission Policies," above), you will work with your supervisory committee or advisor to 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 or provisional student. Once you’ve completed the form, your supervisory committee or advisor will file it 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’ve earned in those classes.

- courses in which you earned credits you wish now to transfer to BSU
• courses in which the credits are "credit reserved"
• 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

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. All course work (including any transfer credits), field work, practicum, internships, thesis or dissertation defense, comprehensive exams, and other activity required for your degree must be completed within the seven years leading up to and including the date you receive a graduate degree.

Applying for Candidacy: When you apply for candidacy, you use the 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 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 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.

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.

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:
• 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 in each semester until the work is completed.
• The final version of the manuscript must be reviewed by your supervisory committee or advisor and by the Office of the Dean of the Graduate College.
• 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 Dean 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 Theses and Projects in the Graduate College in the BSU Bookstore.

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 exami-
nation. 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 dean's office overseeing your department.

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 credits.

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.

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.

Credit Limits for Pass/Fail Courses and Directed Research: You may apply toward a graduate degree no more than six credits earned in pass/fail courses. Likewise, you may apply toward a graduate degree no more than nine credits you've earned by completing directed research. 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.

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.

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. Submit the Application for Graduate Degree form—along with the $10.00 diploma fee—to the Graduate Admissions Office, Room 141, Math/Geoscience Building. The application is available in the Graduate Admissions Office.
For information regarding your admission status and other graduate forms:
Graduate Admissions
Room 141, Math/Geoscience Building
(208) 385-3903

For information regarding transcripts and grades:
Registrar’s Office
Room 102, Administration Building
(208) 385-3486

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, grades sheets, and correspondence—more information about you.

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. 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. However, if you become aware of an error or omission in your transcript records, send copies of the disputed documents—along with a detailed description of the error or omission—to the Registrar’s Office, Room 102, Administration Building, Boise State University, 1910 University Drive, Boise, ID 83725. The telephone number is (208) 385-3486.

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 BSU Policy 4205-D of the BSU Administrative Handbook.

Most of the information in your student record is considered confidential, with the following exceptions:
- your name
- your local telephone number
- your major field of study
- the dates you attended BSU
- your academic standing in your class
- your enrollment status (for example, whether you’re a full-time student or a part-time student)
- the type of any degree you’ve earned from BSU and the date on which you received it

The information listed above is considered public information, with few controls over its dissemination. If you wish to limit public access to this information, you should notify the university that you want the information treated as confidential. To do so, check the PRIVACY box on your registration form. Once your registration is processed, the university will treat this information as confidential, until you instruct the university to do otherwise.

In discharging their official duties, BSU employees may read, review, photocopy, and distribute (within the university) any information contained in your student record. Before distributing confidential information outside the university, BSU faculty and staff must first secure your written permission to do so.

Verification of Your Enrollment Status: Every day, BSU fields 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 banks. For example, a bank that offers free checking accounts to full-time students may request verification of your enrollment status before it lets you open such an account.

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, below.

<table>
<thead>
<tr>
<th>Number of 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 to 8</td>
<td>Three-Quarter-Time</td>
</tr>
<tr>
<td>4 to 5</td>
<td>Half-Time</td>
</tr>
<tr>
<td>3 or Fewer</td>
<td>Less than Half-Time</td>
</tr>
</tbody>
</table>

Table 1: Schedule Used to Determine Enrollment Status (in Response to Outside Inquiries)
NOTE: If you are receiving benefits under the G.I. Bill, you should contact the local Veteran's Services Offices to determine your enrollment status.

Name or Address Changes: Immediately inform the Registrar’s Office of any change in your name or address. Whenever policy calls 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.

REGISTRATION POLICIES AND PROCEDURES

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. If you register for eight or more credits, you must obtain the advisor’s signature on your registration form.

NOTE: Your registration is considered final and official only after you have paid all tuition, fees, and other charges.

Registration is held at the beginning of each semester and at the beginning of summer sessions. It consists of two distinct processes: priority registration and open registration. Each offers students the opportunity to select courses well before classroom instruction begins.

For more information about registration, please consult the current 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.

Students register by appointment during priority registration, according to a schedule established by the Registrar’s Office. The Registrar’s Office assigns appointment times according to academic standing and alphabetic rotation.

If you are a new or returning student seeking a graduate degree, you register during a second installment of priority registration, held during the summer (for the upcoming fall semester) and again in December (for the upcoming spring semester). As was the case with continuing students, you register during an appointment assigned to you by the Registrar’s Office. Your appointment time is determined by the date on which the Registrar’s Office received your application for admission, with the earliest applicants receiving the earliest registration appointments.

Open Registration: Open registration begins the day after the fee-payment deadline and runs through the first week of classroom instruction. If you registered during priority registration but missed the fee-payment deadline, you must attend open registration and register again. Also attending open registration will be any continuing, new, and returning students who were unable to register during priority registration.

Late Registration: If you fail to register during priority or open registration, or you miss the deadline for paying fees, then it’s unlikely that you will be able to register for the current semester. Late registrations require approval from the University Appeals Committee, which grants approval only under extreme extenuating circumstances.

Credit Courses and Audit Courses: If you register under audit status, 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 of you everything that is required of students who take the course for credit. Therefore, before registering under audit status, discuss your plans with the instructor.

In any of the classes in which you are enrolled, you can change the course status from credit to audit or from audit to credit—up until the deadline specified in the current calendar. Please note that if you change the status from credit to audit, or from audit to credit, your instructor still defines the requirements for successfully completing the class. If you fail to meet those requirements under audit course status, your instructor may withdraw you from the class with a faculty-initiated withdrawal; you will no longer have a seat in the class, and you will receive a final grade of W. If you fail to meet the instructor’s requirements under credit course status, your instructor may enter whatever grade is most appropriate to your work in the class, including a grade of F.

To change the course status, obtain a Drop/Add slip from the Registrar’s Office, Room 102, Administration Building.

Adding Classes and Dropping Classes: Whether you are adding a class or dropping a class, you must do so before the deadline for registration changes. 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.

NOTE: Drop/Add forms may be obtained from the Registrar’s Office, Room 102, 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 Drop/Add form takes effect only when it has been fully processed by the Registrar’s Office.
Early in the semester, you have a limited amount of time to add classes to your schedule without first obtaining the instructor’s permission. Specifically, you have from the end of priority registration for continuing students, until the end of open registration. Of course, there has to be a seat available in the class before you can add the class to your schedule.

You may continue to add classes after open registration ends, up until the deadline for registration changes. However, you first need to obtain the instructor’s signature, indicating permission to join the class. Some instructors will refuse to grant that permission, particularly if your late entry would prevent you from benefitting fully from the class, or prevent other students in the class from doing so.

You may drop classes from your schedule, without the instructor’s permission, at any time before the deadline for registration changes (as specified in the current academic calendar). If you drop a class before the tenth day of the semester, the class will not appear on your transcripts. However, if you drop a class after the tenth day, your transcript will contain a grade of W for that class.

NOTE: If you intend to drop a class in which you have been issued university property, 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, then reinstate you in the class.

Faculty-Initiated Withdrawal: An instructor can withdraw a student from a class if either of the following conditions is present:

• The student fails to attend class regularly.
• The student has not satisfied the entrance requirements for the class.

To withdraw a student for irregular attendance, the instructor submits a Faculty-Initiated Withdrawal form to the Office of the Vice President for Student Affairs. To withdraw a student for failing to satisfy entrance requirements, the instructor submits the form to the Registrar’s Office. Once the form is processed, the student is notified of the faculty-initiated withdrawal, either by the instructor or the student’s department. All faculty-initiated withdrawals must be received in the appropriate office (either Student Affairs or the Registrar’s Office) no later than two weeks before the deadline for registration changes (as specified in the current academic calendar).

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 until the deadline for registration changes. 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 transcripts. Once you have withdrawn completely from the university, you cannot petition to register for classes in the same semester.

To begin the process, go to the Office of Student Special Services, Room 114, Administration Building, 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.

Administrative Withdrawal: 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
• failing to pay tuition, fees, library fines, overdue loans, housing accounts, or other such charges
• failing to respond to an official summons issued by the university
• exhibiting behavior that constitutes a clear and present danger to themselves or to others

GRADES

Boise State University uses a 4.0 grading scale. Table 2 lists the letter grades and grading codes that instructors use to document their evaluation of your work and to document your status in the class. In addition, Table 2 defines the meaning of each letter grade or grading code and specifies the number of quality points that correspond to each grade. Quality points are used to determine your grade-point average (GPA).
Incompletes: Instructors can enter a grade code 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.

If you receive an incomplete, you must make up the work by mid-semester of your next semester of attendance. You may ask the instructor to extend this deadline or ask the instructor to change the incomplete to a final grade of W. At any time, the instructor may change the grade of incomplete to a letter grade or to a grade of W. A grade of incomplete is excluded from GPA calculations until you receive a final grade in the course.

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

• overall cumulative GPA
• BSU GPA
• semester GPA

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 (or the variations in between, as in A-, B+, C-). If you have repeated a course, only the last grade you received is used in calculating your GPA.

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

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
• courses you took under audit status (AUD)

Three codes—I, for incomplete; IP, for in progress; and NR, for no record—have no effect on your GPA. You earn no credit or quality points in the course until the grade codes are replaced by a letter grade.

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### Table 2. Letter Grades and Grade Codes

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Distinguished work: 4 quality points per credit hour.</td>
</tr>
<tr>
<td>B</td>
<td>Superior work: 3 quality points per credit hour.</td>
</tr>
<tr>
<td>C</td>
<td>Average work: 2 quality points per credit hour.</td>
</tr>
<tr>
<td>D</td>
<td>Pass but below average work: 1 quality point per credit hour.</td>
</tr>
<tr>
<td>F</td>
<td>Failure: 0 quality points per credit hour.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete: No credit or quality points earned until grade is assigned.</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal: No credit or quality points earned.</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress: No credit or quality points earned until final grade is assigned. Used for thesis, project, and dissertation work in progress.</td>
</tr>
</tbody>
</table>

### Grade Codes

- **P**: Pass. Credit earned but no quality points. No effect on GPA. Satisfactory work of C or higher.
- **I**: Incomplete. No credit or quality points earned until grade is assigned.
- **W**: Withdrawal. No credit or quality points earned.
- **AUD**: Audit. No credit or quality points earned.
- **NR**: No record. No credit or quality points earned until a grade is assigned.
- **IP**: In Progress. No credit or quality points earned until final grade is assigned. Used for thesis, project, and dissertation work in progress.
Direct questions about tuition and fees to:
Cashier’s/Bursar’s Office
(208) 385-3699/4068

Direct questions about student loans to:
Student Loan Office
(208) 385-3951

**DEADLINES FOR PAYING TUITION, FEES, AND OTHER CHARGES**

Tuition and fees are the principal costs of attending BSU, though you may also have to pay such additional charges as workshop fees, fines, or penalties. You are expected to pay all tuition, fees, and other charges by the deadline specified in the current academic calendar. If you register after the deadline specified in the calendar, you will be expected to pay all tuition, fees, and all other charges when you register. You may pay with cash, check, Visa, or MasterCard.

**NOTE:** Special fees cannot be refunded after the first day of class. When a class requires a special fee, the amount of the fee is noted in the BSU Directory of Classes.

**Deferred Payment of Tuition, Fees, and Other Charges:** Ordinarily, students are expected to pay all tuition, fees, and other charges on or before the deadline specified in the current academic calendar. But if unusual or extenuating circumstances prevent you from paying on time, you may be able to postpone paying some of what you owe. However, you must be registered for six credits or more, and you must have no delinquent or past-due accounts with the university.

When you defer payment, you agree to pay all special fees at the time that you register. You agree, as well, to pay at least 40% of the amount you owe for tuition and fees. You agree to pay a service charge based on the dollar amount of your deferred payment, as shown in Table 3, below. Finally, you agree to abide by the policies and procedures defined in this chapter of the catalog.

When you defer payment of tuition and fees, you agree to pay the tuition, fees, and service charges in two equal payments. For fall semester, the first payment is usually due around the first of October; the second payment, around the first of November. For spring semester, the first payment is due around the first of March; the second payment, around the first of April.

**NOTE:** If your account becomes delinquent, the university will cancel your registration. In addition, you’ll have to pay an $8.00 late charge, and you will forfeit any opportunity to defer payment at some later time.

**DETERMINING TUITION AND FEES**

For the purpose of determining 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. In determining whether you have reached or exceeded the 8-credit limit, BSU counts all credit hours on your registration form, including credit hours under audit status and credit hours for courses you are repeating. Credits for special workshops are not counted in the 8-credit total, as explained below.

<table>
<thead>
<tr>
<th>Table 4. Full Graduate Tuition and Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
</tr>
<tr>
<td>Idaho Resident</td>
</tr>
<tr>
<td>New Non-Resident</td>
</tr>
<tr>
<td>Returning Non-Resident</td>
</tr>
<tr>
<td>Enrolled Spring 1992</td>
</tr>
</tbody>
</table>

Bear in mind, though, that paying full tuition and fees doesn’t necessarily make you a full-time student; the university determines if you’re a full-time student according to the policies defined in “Student Records, Registration, and Grades.” See, for instance, Verification of Enrollment Status.

**NOTE:** Tuition, fees, and other charges are subject to change at any time by the 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 Table 5 are an application processing fee, music 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 7 days of classroom instruction (see “Refund Policy,” below). Application fees and overload fees are non-refundable.

<table>
<thead>
<tr>
<th>Table 5. Credit Hour Fees (Graduate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time fees (7 or fewer credit hours)</td>
</tr>
<tr>
<td>Summer</td>
</tr>
<tr>
<td>Application Processing Fee (non-refundable)</td>
</tr>
<tr>
<td>Overload Fee (non-refundable)</td>
</tr>
</tbody>
</table>

Music Performance Fees:
(For all private music lessons)
2 credits $80 per semester
4 credits $150 per semester

Special Workshop Fees: A course is considered a special workshop if it meets both of the following criteria:
1. The funds for the course come from some source other than the university general budget.
2. The course is not among the courses regularly offered by the university.

Special workshops are noted as such in the BSU Directory of Classes. Special workshops are excluded when BSU determines whether or not you are to pay full tuition and fee.

Senior Citizen Rate: To attend BSU, Idaho residents who are at least 60 years old pay $5.00 per credit hour and a $20.00 registration fee. To register at the senior citizen rate, request a Senior Citizen’s Waiver form from the Cashier’s Office, Room 121, Administration Building, 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 your driver’s license, birth certificate, or other proof of your age to the cashier.

**REFUND POLICY**

If you withdraw from BSU on or before the tenth day of classroom instruction, you are entitled to a full refund of the money you paid to register (less a $10.00 processing fee). No refunds for private music lessons can be granted after the first 7 days of classroom instruction. If you withdraw after these deadlines, you will receive no refund. Refund checks are usually issued three to four weeks after the date of withdrawal from the university.

**NOTE:** In determining whether you met the deadline and are 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. 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- and part-time students regularly enrolled at the time of the withdrawal. However, the policy may not necessarily govern refunds for short courses, workshops, and Continuing Education classes. Because refund policies for such classes may vary, you should direct requests for refunds to the academic unit, agency, or organization offering the class.

In some circumstances, a student may be expecting a full refund of tuition and fees, yet receive less than the amount paid to BSU. If the student owes 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 the student 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 the student.

INSURANCE COVERAGE

All students enrolled for eight or more credit hours (full-time students) are automatically covered by BSU’s health-insurance plan. In fact, participation in the plan is mandatory for all full-time students—unless you provide written proof that you are already covered by a policy that offers coverage that equals or exceeds the coverage provided by BSU’s health plan. If you’re already sufficiently covered, then you’re entitled to a refund of the insurance fee included in your registration charges.

For information about refund policies and procedures, contact the student health insurance representative of the Associated Students of Boise State University, Student Insurance Advocate Offices, Room 218, Student Union Building.

For students participating in BSU’s plan, coverage begins on the first day of classroom instruction or on the day that the premium is paid (if later than the first day of instruction). Coverage remains in effect through the fall semester and ends on the first day of the spring semester. Coverage during spring semester continues through August of that year. Students covered by the plan are insured 24 hours a day, at home or at school, while traveling, and during all vacation periods within the policy period.

Coverage is available for the dependents of students covered by the policy. Also eligible to participate are part-time students who pay less than full-time fees, if they enroll for at least three credit hours each semester.

NOTE: All full-time students may obtain medical assistance or services at Student Health Service, 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 non-resident student, then uses this classification to determine your tuition and fees. This section briefly answers two of the most frequently asked questions about residency requirements and provides you with the legal definition of an Idaho resident as stated in Section 33-3717 of the Idaho Code.

Q: What determines my residency status, at least for the purpose of calculating tuition and fees, when I first enter the university?

A: Your status is determined by your state of legal residence at the time you first applied for admission. If you were a legal resident of Idaho when you first applied for admission, then you’re considered a resident student. If you were not a legal resident of Idaho when you first applied, then you’re considered a non-resident student. These designations apply only to calculations of tuition and fees.

Q: Can I appeal BSU’s decision to classify me as a non-resident?

A: Yes. To do so, obtain an appeal affidavit from the Finance and Administration Offices, Room 208, Administration Building. Complete the form and submit it according to the instructions provided.

Legal Definition of an Idaho Resident Student:

Section 33-3717, Idaho Code, specifies that a resident student shall be:

1. Any student who has one or more parent or court-appointed guardians who are domiciled in the State of Idaho. Domicile, in the case of a parent or guardian, means that 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. 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 year prior to the opening day of the term for which the student matriculates.

*Also see page 18.
2. A. Any student who receives less than 50 percent of his/her support from parents or legal guardians who are not residents of the state for voting purposes and who has continuously resided in the state of Idaho for 132 months next preceding the opening day of the period of instruction during which he/she proposes to attend the college or university and who has in fact established a bona fide domicile in this state primarily for purposes other than educational.

B. Subject to subsection three of this section, any student who is a graduate of an accredited secondary school in the state of Idaho and who matriculates at a college or university in the state of Idaho during the term immediately following such graduation regardless of the residence of his/her parent or guardian.

C. The spouse of a person who is classified, or who is eligible for classification, as a resident of the state of Idaho for the purposes of attending a college or university.

D. A member of the armed forces of the United States, stationed in the state of Idaho on military orders.

E. A student whose parent or guardian is a member of the armed forces and stationed in the state of Idaho on military orders and who receives 50 percent or more of support from parents or legal guardians. The student, while in continuous attendance, shall not lose residence status when his/her parent is transferred on military orders.

F. A person separated, under honorable conditions, from the United States armed forces after at least two years of service, who at the time of separation designates the state of Idaho as the intended domicile or who lists Idaho as the home of record in service and enters a college or university in the state of Idaho within one year of the date of separation.

G. Any individual who has been domiciled in the state of Idaho, has qualified and would otherwise be qualified under the provisions of this statute and who is away from the state for a period of less than one calendar year and has not established legal residence elsewhere provided a 12-month period of continuous residence has been established immediately prior to departure.

3. A "nonresident student" shall mean any student who does not qualify as a "resident student" under the provisions of sub-section two of this section, and shall include:

A. A student attending an institution in this state with the aid of financial assistance provided by another state or governmental unit or agency therefore, such nonresidence 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 a permanent or temporary resident status or does not have "refugee-parolee" or "conditional entrant" status with the United States Immigration and Naturalization Service or is not otherwise permanently residing in the United States under color of the Law and who does not also meet and comply with all applicable requirements of this section.

4. The establishment of a new domicile in Idaho by a person formerly domiciled in another state has occurred if such a person is physically present in Idaho primarily for purposes other than educational and can show satisfactory proof that such person is without a present intention to return to such other state or to acquire a domicile at some other place outside of Idaho. Institutions determining whether a student is domiciled in the state of Idaho primarily for purposes other than educational shall consider, but shall not be limited to the following factors:

A. Registration and payment of Idaho taxes or fees on a motor vehicle, mobile home, travel trailer or other item of personal property for which state registration and the payment of a state tax or fee is required.

B. Filing of Idaho state income tax returns.

C. Permanent full-time employment or the hourly equivalent thereof in the state of Idaho.

D. Registration to vote for state elected officials in Idaho at a general election.
**FINANCIAL AID FOR GRADUATE STUDENTS**

Direct questions about assistantships and fellowships to:
Graduate College and Research
Room 140, Math/Geoscience Building
(208) 385-3647

Direct questions about scholarships and other forms of financial aid to:
Financial Aid Office
Room 117, Administration Building
(208) 385-1664

**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 $6,500 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, or the department in which you are applying.

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, scholarship, or fellowship, 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.

**Deadline for Departmental Aid:** Because awards are generally made by March 15 for the following fall semester, 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.

**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. Submit the form directly to the processing agency, no later than February 1.

- **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.

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, proof of veteran's benefits, and permissions to release private records.

**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 furnished 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) 385-1664.
Federal Perkins National Direct Student Loans (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 to the university 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 six credits. Table 6, below, shows estimated repayment schedules for typical Perkins Loan amounts.

Table 6. 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>72</td>
<td>$30.00*</td>
<td>$147.90</td>
<td>$2,147.90</td>
</tr>
<tr>
<td>$4,000.00</td>
<td>120</td>
<td>$42.42</td>
<td>$219.30</td>
<td>$4,219.30</td>
</tr>
<tr>
<td>$6,000.00</td>
<td>120</td>
<td>63.63</td>
<td>$363.60</td>
<td>$6,363.60</td>
</tr>
<tr>
<td>$8,000.00</td>
<td>120</td>
<td>84.85</td>
<td>$481.00</td>
<td>$8,481.00</td>
</tr>
<tr>
<td>$10,000.00</td>
<td>120</td>
<td>106.06</td>
<td>$612.44</td>
<td>$10,612.44</td>
</tr>
</tbody>
</table>

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

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

Federal Stafford Loans (Stafford Loans): Stafford Loans are need-based, long-term loans available to undergraduate and graduate students who show financial need. They usually carry a moderate rate of interest and are negotiated through your personal bank, credit union, savings and loan, or other participating lender. To apply, obtain an application from the Financial Aid Office, Room 117, Administration Building.

NOTE: If the registrar has classified you as a non-resident student, you should complete loan forms appropriate to your legal state of residence.

BSU accepts and processes Stafford Loan applications throughout the year. If you are awarded a Stafford Loan, you must attend a debt-management workshop before you can receive a check. Also, the Stafford 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 six credit hours. Table 7, below, shows estimated repayment schedules for typical Stafford 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.

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.

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 April 1. Some need-based scholarships require that you submit the FAFSA, as well. If so, submit the FAFSA to the FAFSA processor, as directed on the form, no later than February 1 to ensure that BSU receives it by March 1. You can obtain the brochure, the application, and the FAFSA from the Financial Aid Office, Room 117, Administration Building.

Short-Term Loans: These loans are available to students with a minimum GPA of 3.00 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 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, you can pick up a check for the remaining funds 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 available about one week before the start of classes, if your registration fees are paid. Other checks will be ready about two weeks after the award letter is mailed.

Checks may be picked up until two weeks after the close of classes. All checks are disbursed from Room 209, Administration Building. In both fall and spring semester, Stafford Loan checks can only be disbursed from the first day of classroom instruction to the last day of classroom instruction, with exceptions to this policy made only through special arrangements with your lender.

Change in Enrollment Status: Some financial aid obligates you to remain enrolled for a certain number of 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 week in which you withdraw, as illustrated below:

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>100%</td>
</tr>
<tr>
<td>Weeks 2-4</td>
<td>75%</td>
</tr>
<tr>
<td>Weeks 5-7</td>
<td>50%</td>
</tr>
<tr>
<td>Weeks 8-10</td>
<td>25%</td>
</tr>
</tbody>
</table>

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.
- 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 three years for a master's degree and six years for a doctorate.
- Progress toward your degree at or beyond the minimum rate of 5 credits per semester.

Credit Information and Requirements: In general, you must be enrolled in 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:

- Credits for courses you are taking for the first time. Such credits are classified as new credits; the course may be either a graded course or pass/fail.
- Credits for courses you're repeating after receiving a grade of F.

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 received for repeating courses in which you originally received a grade of C or D
- Credits for courses in which you have an incomplete
- Course withdrawals and complete withdrawals after the tenth day of classes
- Audits recorded as credits attempted, but not completed

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.
Request applications and information from:
Student Residential Life
Room 214, Administration Building
(208) 385-3986

Return completed applications and security deposits to:
The Housing Cashier
Room 213, Administration Building
(208) 385-3420

HOUSING ON CAMPUS AND ELSEWHERE
BSU student housing consists of four residence halls located on campus and four 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 Residential Life. 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 for university apartments for married 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 Residential Life 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 750 students. Of those students, most are undergraduate students living in Chaffee Hall or J. B. Barnes Towers, each of which accommodates 300 residents.

Chaffee Hall is divided into two separate 3-story units; 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 also houses one of the university's computer labs.

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.

Women-only Driscoll Hall and its coed neighbor, Morrison Hall, are nearly identical in design: each hall contains 32 single and 15 double rooms, arranged into suites housing 8 to 12 students. Applicants requesting housing in Morrison Hall are given priority if they are upper-division students, over the age of 21, or both. 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 Residential Life 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, hook up to cable TV, and state sales tax. Housing prices also include a non-refundable fee of $25.00 to cover the expense of programs and special events held in the residence halls. Table 8, 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 three meal options shown in Table 8.

<table>
<thead>
<tr>
<th>Table 8. Residence Hall Prices for 1993-1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meal Options and 1993-1994 Prices</td>
</tr>
<tr>
<td>Option 1 19 meals per week</td>
</tr>
<tr>
<td>(3 meals each weekday and 2 meals on Sat. and Sun.)</td>
</tr>
<tr>
<td>Option 2 Any 15 meals of the 19 meals</td>
</tr>
<tr>
<td>available</td>
</tr>
<tr>
<td>Option 3 Any 10 meals of the 19 meals</td>
</tr>
<tr>
<td>available</td>
</tr>
</tbody>
</table>

Please note that Table 8 defines the three meal options 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 Residential Life 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.

Applying for On-Campus Housing: To apply for housing in one of the residence halls, request an application from the Office of Admissions Counseling, Boise State University, 1910 University Drive, Boise, ID 83725. To request an application by telephone, call (208) 385-1401. When the application arrives, complete it according to the instructions and return it to BSU.

UNIVERSITY APARTMENTS

Married students and single students with children may apply to rent apartments in one of the complexes operated by BSU: University Courts, University Heights, University Manor, and University Park. Over 200 apartments are available, all within walking distance from the campus. University Courts consists of one-bedroom units (small and large), two-bedroom units, 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, fully carpeted and equipped with stoves and refrigerators. All utilities are provided. University Park consists of two-bedroom and three-bedroom units. All utilities except electricity are provided.

Eligibility: All BSU apartments are reserved for full-fee paying or matriculated married students and full-fee paying or matriculated single students with children. Occasionally, single students without children are allowed to rent one-bedroom apartments, but only if the apartments are not needed by student families.

Cost Information: Table 9 contains 1993-1994 monthly rental rates for units in the four apartment complexes operated by BSU.

<table>
<thead>
<tr>
<th>Table 9. Monthly Rental Rates for University Apartments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rental Rates Per Month (1993-94 Prices):</td>
</tr>
<tr>
<td>University Courts</td>
</tr>
<tr>
<td>Small One Bedroom</td>
</tr>
<tr>
<td>Large One Bedroom</td>
</tr>
<tr>
<td>Two Bedroom</td>
</tr>
<tr>
<td>Three Bedroom</td>
</tr>
<tr>
<td>University Heights</td>
</tr>
<tr>
<td>One Bedroom</td>
</tr>
<tr>
<td>Two Bedroom</td>
</tr>
<tr>
<td>University Manor</td>
</tr>
<tr>
<td>One Bedroom</td>
</tr>
<tr>
<td>Two Bedroom</td>
</tr>
<tr>
<td>University Park</td>
</tr>
<tr>
<td>Two Bedroom Unfurnished</td>
</tr>
<tr>
<td>Three Bedroom Unfurnished</td>
</tr>
</tbody>
</table>

*Remodeled apartments rent at a higher rate than shown in Table 9.

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 Residential Life, Room 214, Administration Building, Boise State University, Boise, ID 83725. After completing the application, return it to the Office of Student Residential Life, along with a check or money order for $50.00. If your application is accepted, BSU will keep the $50.00 as a 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 equal to one month’s rent (minus the $50.00 you enclosed with your application).

When you move out from the apartment, BSU returns the security deposit, after first deducting a $25.00 processing fee.
fee. If no damage is present, BSU refunds the balance of your damage deposit; 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 Residential Life 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. Consequently, 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.

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**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.
NCAA Basketball Championships
BSU Pavilion

Skiing at Bogus Basin

Rafting the Payette River
Questions about student services may be directed to:
The Vice President for Student Affairs
Room 208, Administration Building
(208) 385-1418

ACADEMIC

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 are welcome to use the center.

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) 385-1298.

Test Preparation: Assisting students to prepare for graduate school is the focus of three short courses offered by BSU Continuing Education. The non-credit courses cover the following examinations:

- Graduate Records Exam (GRE)
- Graduate Management Admissions Test (GMAT)
- Law School Admissions Test (LSAT)

Continuing Education, Room 247, Library, (208) 385-3492.

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) 385-1747.

FAMILY AND HEALTH

University Child Care Center: Located in the northeast corner of the Pavilion, the University Child Care Center provides care for children 2-1/2 to 5 years old. Accredited by the National Academy of Early Childhood Programs and licensed by the City of Boise, the center’s services are available to faculty, staff, and students (both full-time and part-time). Half-day care is provided on a space-available basis. The center provides an educational development program for the total child. Staffed with early childhood educators, the program enables BSU students majoring in psychology and child-care studies to work directly with children.

Child Care Center, NE corner of BSU Pavilion, (208) 385-3979.

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) 385-1601.
OTHER STUDENT SERVICES

Student Special Services Office: Located in the Administration Building, the Student Special Services Office 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
- tutorial assistance

In addition, a limited amount of equipment is available for temporary use by disabled students, including a TDD, 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 a Talking Books player.

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

Minority Assistance Coordinator, Student Special Services, Room 114, Administration Building (208) 385-1583.

Assistance to International Students: The Foreign Student Services Coordinator and the Assistant 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 Foreign Student Admissions Office, which serves as a central source of information for all registered international students.

Foreign Student Admissions Office, Room 107, Administration Building, (208) 385-1757.

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) 385-4259.

Veterans’ Services: Located in the Administration Building, the Office of Veterans’ Affairs 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 Office of Veterans Affairs.

Veterans’ Services, Room 111, Administration Building, (208) 385-1679.
SUMMER SESSION / WEEKEND UNIVERSITY

A full complement of programs, courses, and services is offered through the Division of Continuing Education, including graduate, undergraduate, and non-credit programs in several time blocks during the summer: two 5-week blocks, an 8-week session, and a 10-week session. Complementing the summer session is Weekend University, in which academic classes are offered during weekend hours to allow students more flexibility in scheduling. Classes are held on Friday evenings and in two time-blocks on Saturdays.

IDAHO EDUCATIONAL PUBLIC TELEVISION
KAID-TV

Each semester, BSU students stay home and earn credits through a mix of televised lectures and textbook readings. Telecourses satisfy BSU core requirements and requirements for elective credits (though letter-graded and core courses require some on-campus attendance).

MASTER OF SCIENCE IN INSTRUCTIONAL AND PERFORMANCE TECHNOLOGY (DISTANCE OPTION)

Qualified candidates may now earn a Master of Science in a unique, non-residential course of study, one that uses satellite technology to deliver time- and location-flexible instruction to students thousands 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.

ITFS (INTERACTIVE TELEVISION FOR STUDENTS)

Using one-way video and two-way audio, BSU faculty broadcast live, interactive classes to locations throughout Idaho, including Canyon County Campus, Mountain Home AFB, the Len B. Jordan Building in downtown Boise, and numerous corporations in the Treasure Valley. From these locations, students watch the broadcast on monitors and talk with the on-campus class through an open phone line.

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 ITFS classes broadcast from the Boise campus. The off-campus locations are:

- Canyon County Campus
  2407 Caldwell Boulevard, Nampa, ID 83651
  (208) 467-5707 or (208) 385-4704

- Centennial High School
  4600 E. McMillan, Meridian, ID 83642
  (208) 385-3492

- Southwest Boise Campus at Gowen Field
  Building 665, Room 26, Boise, ID 83709
  (208) 389-5884 or (208) 385-3293

- McCall/Donnelly High School
  McCall, ID 83638
  (208) 634-3957 or (208) 385-3492

- Mountain Home Air Force Base
  Building 2426, 635 Falcon St.
  Mountain Home, ID 83648-5115
  (208) 828-6746 or (208) 385-3293

IN-SERVICE PROGRAM FOR TEACHERS

Meeting the needs of educators in the 10 southwest counties of Idaho and Eastern Oregon, 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) 385-3191.

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, on-site registration, on-site courses, and assistance with billing procedures. For more information, call (208) 385-1689.
CERTIFICATE PROGRAMS
From time to time, the Division of Continuing Education works with representatives of business, industry, government, medicine, and the schools to develop credit and non-credit programs leading to a certificate of completion. Currently offered is the Addictions Counselor Training Program, developed in association with the Idaho Alcohol and Drug Counselor Education Project.

INTERNATIONAL PROGRAMS/STUDIES ABROAD
Academic travel opportunities to a variety of countries are offered through the BSU International Programs/Studies Abroad Program. Students and faculty may spend a semester or a year in such places as London, Avignon, Cologne, Santiago, and Tokyo. Summer campuses are located in Spain, Mexico, England, Canada, and Japan. Staying in local homes, studying a balanced curriculum, and making frequent field trips creates a rich cultural and academic experience for BSU students, who receive BSU credit for studies in these programs (scholarships are available). 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 Studies Abroad, call (208) 385-3652. For more information about study tours, call (208) 385-3295.
Master of Science in Accounting, Taxation

Telephone (208) 385-1126

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

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

Admission Requirements

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

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

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

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

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

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

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

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

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

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

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

COURSE OFFERINGS

AC ACCOUNTING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**MATRICULATION REQUIREMENTS**

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

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

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

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

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

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

**DEGREE REQUIREMENTS**

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

<table>
<thead>
<tr>
<th>Foundation Courses</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Courses</td>
<td>21</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Depending upon their undergraduate course work, students may select 3-6 credit hours from the 400 level "G" courses from the undergraduate College of Business program. Only those courses listed on the following pages are approved. Advisors should be consulted regarding those courses.

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

COURSE OFFERINGS

MBA MASTER OF BUSINESS ADMINISTRATION

FOUNDATION COURSES

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

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

EC 514 ECONOMIC THEORY AND ANALYSIS (3-0-3) (F). This course is an accelerated, integrated introduction to economic analysis of the price system and the aggregate performance of developed economies. Supply and demand, basic market structures, income distribution, employment, inflation, growth and international trade.

FI 525 CORPORATE FINANCE (3-0-3) (S). Concepts and techniques of corporate institutional and investment finance are examined. These include time value of money, corporate banking relationships, current assets management, and efficient markets. PREREQ: AC 511, PR 513.

GB 516 LAW FOR MANAGERS (3-0-3) (F). This course 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.

MG 528 ORGANIZATIONAL THEORY AND BEHAVIOR (3-0-3) (S). This course covers the process of planning, organizing, directing, and controlling. Main topics include theories of organizational performance, structure and design, interpersonal and leadership skills. Emphasis is placed on application of theory to business situations and development of interpersonal skills.

MK 529 MARKETING MANAGEMENT (3-0-3) (S). This course includes a comprehensive examination of the activities and models used in marketing. It also includes identifying and interpreting buyers’ needs, market segmentations, and designing a balanced marketing program.

PR 513 BUSINESS STATISTICS (3-0-3) (F). This course 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.

ADVANCED COURSES

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

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

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

GB 546 STRATEGIC MANAGEMENT (3-0-3) (F/S). This course is a systematic approach to the major phases of human resource management in organizations, including knowledge bases and theories; problems, constraints; opportunities; program controls, evaluations and costs, and results of effective and efficient human resources management. PREREQ: MG 528 or equivalent.

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

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

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

EC 550 ECONOMICS OF PUBLIC POLICY (3-0-3)(F/S). Contribution of economic analysis to the justification, design and implementation of economic policy. The issue surrounding the need for public policy in a private property, market economy and the benefits and costs associated with government intervention. The relationships between the goals and the instruments of U.S. economic policy. PREREQ: EC 514.

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

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

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

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

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

SELECTED TOPICS: Contemporary topics courses offered intermittently.

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

UNDERGRADUATE "G" COURSES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**MASTER OF ARTS IN COMMUNICATION**

**Telephone (208) 385-3320**

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

**ADMISSION REQUIREMENTS**

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

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

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

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

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

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

Master of Arts in Communication

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

Course Offerings

CM Communication

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

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

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

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

CM 590 Practicum
CM 591 Project
CM 592 Colloquium
CM 593 Thesis
CM 594 Workshop
CM 595 Reading and Conference
CM 596 Directed Research
CM 597 Special Topics
DOCTOR OF EDUCATION IN CURRICULUM AND INSTRUCTION

Telephone (208) 385-1611

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

APPLICATION PROCEDURES

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

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

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

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

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

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

DEGREE REQUIREMENTS

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

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

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

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

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

Cognate Area ................................................... 12
Dissertation .................................................... 12
TE 693 Dissertation ........................................ 12

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

Summer: Year 1 (fulltime residency)
- TE 660 Learning ................................................................. 3
- TE 610 The American Culture and the Context of Schooling .................................................. 3
- TE 655 Qualitative Approaches to Research ................................................................. 3

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

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

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

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

Cognate Coursework

Spring: Year 2
- TE 622: Practicum: School Renewal ................................................................. 2

Cognate Coursework
- TE 693 Dissertation ................................................................. 12

Summer: Year 2
- Cognate Coursework
- TE 693 Dissertation

Fall: Year 3
- TE 693 Dissertation

Spring: Year 3
- TE 693 Dissertation

COURSE OFFERINGS

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

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

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

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

**TE 621 FIELD EXPERIENCE: SCHOOL RENEWAL (0-4-2)(F/S).** In this internship students will gain experience with schools and other educational settings that are involved in exemplary educational renewal projects. They will participate in model school renewal projects and professional development activities, including the planning, implementation, and evaluation of such programs. PREREQ: TE 612.

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

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

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

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

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

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

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

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

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

TE 693 DISSERTATION (0-V-12)(F/S/SU). Students will complete an independent and original research project on an important educational issue; collect and interpret the findings in a cogent, professional and scholarly-written document; successfully defend the project to the dissertation committee; and disseminate those findings in a professionally appropriate manner. PREREQ: TE 685

MASTER OF ARTS OR SCIENCE IN EDUCATION

Telephone (208) 385-3602

The College of Education offers two Master's degrees: Master of Arts or Science in Education and Master of Science in Exercise and Sport Studies.

The Associate Dean of the College of Education coordinates the administration and operation of all graduate programs in the College.

A Master's degree in Education with emphases in Art, Curriculum & Instruction, Early Childhood, Earth Science, Educational Technology, Mathematics, Reading, and Special Education is presented through the Department of Educational Foundations, Technology, and Secondary Education, the Department of Elementary Education and Specialized Studies, and the related subject departments.

Prospective students may apply for admission to the graduate program in Education at any time. At least two months before the first enrollment, the Graduate Admissions Office should have received the application for admission, $15.00 application processing fee and official transcripts of all undergraduate and graduate work. The transcripts are to be sent directly to the Boise State University Graduate Admissions Office by the Registrar of each college or university which the applicant previously attended.

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.

An applicant for regular status in the program must have attained a GPA of at least 3.00 for the last two years of undergraduate study, or an overall GPA of 2.75. Provisional status may be granted to an applicant not meeting the listed requirements, if deemed appropriate.

The name of the faculty member who will serve as chair of the candidate's advisory committee is listed in the letter of acceptance to the applicant. Candidates should contact the assigned committee chair (advisor) as soon as possible in order to plan a program and complete a Program Development Form. Credits taken prior to such planning are subject to the review and approval of the committee chair and the Associate Dean of the College of Education.

A maximum of nine semester graduate credits may be accepted from other accredited graduate schools upon approval by the chair of the candidate's committee and the Associate Dean of the College of Education. A maximum of six semester credits of pass-fail credits may be allowed in the degree program.
Six semester hours of credit may be selected from any area of the University's course offerings that will enable the candidate to strengthen a competency identified in his or her program. The candidate, in cooperation with the advisor, will choose courses which will meet the individual's program objectives.

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

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

**TE 570 Graduate Core-Issues in Education** .................................................. 3
**TE 563 Conflicting Values in Education** .................................................. 1

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

**TOTAL** ................................................................. 6

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

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**OPTION REQUIREMENTS**

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

**OPTION I**

(Thesis/Project)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Core</td>
<td>6</td>
</tr>
<tr>
<td>TE 551 Fundamentals of Education Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**OPTION II**

(Comprehensive Examination)

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

NOTES:
- Students selecting Option I must take a research class, which may be TE 565 Interpreting Educational Research (1 credit) as part of core or TE 551 Fundamentals of Educational Research (3 credits).
- Approved electives and specific requirements ........................................... 24

**TOTAL** ................................................................. 33

A Comprehensive Written Examination is required at the end of the course work. This examination is to be tailored by each candidate's committee specifically for that candidate following guidelines established by the department. After the candidate has written an acceptable examination, the committee will meet with the candidate to review the examination prior to final approval or rejection.
3. Two of the following three courses: ............................................. 6
   TE 544 Early Childhood: Adv Child Develop .................. 3
   TE 546 Early Childhood: Environments & Progs ............ 3
   TE 547 Early Childhood: Language Acq & Dev .............. 3
4. TE 590 Practicum: Early Childhood ........................................ 2-4
5. Option electives (choose A or B below)
   A. Thesis/Project
      TE 551 Fundamentals of Ed. Research ...................... 3
      TE 591 Project or TE 593 Thesis ......................... 6
      Approved electives .................................. 5-7
   OR
   B. Comprehensive Written Examination
      TE 559 Philosophy of Education
      or .................................................................................. 3
      TE 551 Fundamentals of Ed. Research
      NOTE: Students electing Option II must take a research
      class, which may be TE 565 Interpreting Educational
      Research (1 credit) as part of core or TE 551 Fundamentals
      of Educational Research (3 credits).
      Approved electives ........................................ 11-13
      TOTAL ................................................................. 33

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

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

MASTER OF ARTS IN EDUCATION, SPECIAL EDUCATION
For students interested in an Emphasis in Educationally Handicapped and/or Severe Retardation
Educationally Handicapped:
1. Graduate Core ................................................................. 6
2. TE 514 Counseling/Consulting Skills for Educators ........ 3
4. TE 523 Emotionally Disturbed Child in the Classroom .3
5. TE 590 Practicum: Special Education 3
6. TE 534 Issues and Trends in Special Edu ................ 3
7. Option electives (choose A or B below)
   A. Thesis/Project option
      TE 551 Fundamentals of Educ. Research ............. 3
      TE 591 Project or TE 593 Thesis ..................... 6
      Approved electives .................................. 3
   OR
   B. Comprehensive Written Examination
      TE 559 Philosophy of Education
      or .................................................................................. 3
      TE 551 Fundamentals of Ed. Research
      NOTE: Students electing Option II must take a research
      class, which may be TE 565 Interpreting Educational
      Research (1 credit) as part of core or TE 551 Fundamentals
      of Educational Research (3 credits).
      Approved electives ........................................ 9
      TOTAL ................................................................. 33

Suggested Electives:
   TE 450G Behavior Intervention Techniques ........ 3
   TE 502 Diagnosis & Correction of Read Prob-Sec ... 3
   TE 503 Clinic for Reading Specialists ................. 3

For Those Primarily Responsible for Secondary School Instruction
1. Graduate Core ................................................................. 6
2. TE 501 Foundations of Reading Instruction ................ 3
3. TE 508 Diagnosis & Correction of Read Prob-Sec ....... 3
4. TE 504 Seminar in Reading Education ..................... 3
Te 505 Individual Tests and Measurements 3
Te 590 Practicum: Special Education 3
Te 596 Directed Research: Special Education 3
TOTAL 33

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

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

Master of Science in Education, Educational Technology

The Master of Science in Education with an emphasis in Educational Technology prepares students to work in educational settings requiring expertise in improving performance, designing instruction, and using a variety of educational delivery systems.

This program enables professionals to select and use a variety of technologies to produce long-term benefits for individuals and educational organizations.

The coursework in this program includes a wide range of theoretical and practical experiences. It culminates in the development of a project for a specific educational organization or a thesis investigating an important and timely issue.

Requirements:
1. IP 536 Intro Instructional Technology 3
2. IP 537 Instructional Design 3
3. Te 551 Fundamentals of Educational Research 3
4. Te 582 Instructional Theory 3
5. Te 538 Instructional Courseware Design 3
6. IP/Te 583 Selected Topics-Educational Technology 3
7. IP 520 Video Delivery Systems 3
8. Te 591 Project or Te 593 Thesis 6

Electives:
Students are to take at least 6 credits of elective coursework, with at least 3 credits required outside of the College of Education.

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

Electives subtotal 9

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.

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

Planned Fifth Year

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

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

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

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

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

Course Offerings

TE Teacher Education

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

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

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

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

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

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

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

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

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

TE 508 Diagnosis and Correction of Reading Problems-Secondary (3-0-3)(S/SU). This course is designed for the teacher of the required high school reading course and any other high school course dealing with students with reading problems.

TE 510 Advanced Practices and Principles in Teaching Social Science (3-0-3)(E). A comprehensive study of the practices and principles in social science education, including objectives, social problems, unit development, work-study skills, organization of the program materials and media, and research findings basic to social studies will be developed.

TE 511 Advanced Practices and Principles in Teaching Elementary School Mathematics (3-0-3)(S). Emphasis is on creative methods and strategies for teaching elementary school mathematics. Also includes a review of current research, curriculum trends and exploration of experimentation with unique materials for teaching mathematics.

TE 512 Advanced Principles and Practices in Teaching Language Arts and Linguistics (3-0-3)(F). Emphasis will be given to the role of language arts and
linguistics in the school curriculum, stressing modern approaches to language development, semantics, phonetics, phonics, and orthography.

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

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

TE 515 ADVANCED THEORY OF INSTRUCTIONAL DESIGN FOR SPECIAL EDUCATORS (3-0-3)(F). The course is designed to teach students advanced design components to effectively instruct special education children and adults. The course will include the theoretical and programmatic considerations of instructional design. The course may be useful to regular classroom teachers who wish to gain some knowledge in dealing with special students. PREREQ: TE 451 or PERM/INST.

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

TE 517 SEMINAR ON THE SEVERELY HANDICAPPED LEARNER (3-0-3)(S odd years). This graduate level course is designed to facilitate student knowledge and skills in relation to teaching the severely handicapped learner. Emphasis is placed on research-based, instructional techniques and current professional issues in the field. PREREQ: TE 425 or PERM/INST.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TE 576 FUNDAMENTALS OF BILINGUAL EDUCATION/ESL
(3-0-3)(DEMAND). This course is designed to give experienced teachers study of Bilingual Education and English as a Second Language. Students study the historical and cultural foundations, the current legal issues, psycholinguistic research, issues in language assessment, and biocognitive processes. Also presented are the prevalent methodologies and approaches used throughout the country. Offered on demand.

TE 578 PARENTS IN THE EDUCATIONAL PROCESS
(1-0-1)(SU). This course will give students a broad understanding of the role of parents in education and the role of the teacher in initiating and/or implementing parental involvement. Particular attention will be given to ways of involving parents who typically do not participate in the educational process.

TE 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 understanding of how curriculum is developed, organized, implemented and evaluated. Current issues and trends in curriculum with some historical perspective will be explored.

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

TE 590 PRACTICUM
(Variable).

TE 591 PROJECT
(0-V-6).

TE 593 THESIS
(0-V-6).

**Master of Arts in Education, Art**

**Telephone (208) 385-3873 or 385-3097**

1. The Master’s degree in Education, Art emphasis, is designed to meet the needs of art specialists.

2. The following will be submitted to the Art Department Admissions Committee:
   A. The names and addresses of three art educators or professional persons who are acquainted with the student’s academic qualifications to pursue graduate study.
   B. A minimum of twenty (20) slides or portfolio of recent art work.
   C. A statement of the student’s professional objectives and philosophy of art education and how these will be furthered by graduate study.

3. Program areas of study are as follows:
   A. Required Courses:
      Art Appreciation in the Educational Program
      AR 501 ...............................................................3
      Special Methods: Curr & Develop in Art Educ
      AR 551 ...............................................................3
Project AR 591 ........................................6
or
Thesis (or additional hours) AR 593 .........................6
Education Core courses ........................................6

B. Studio or Content: Six (6) credits in the studio.

Studio concentration and emphasis will be
determined by the student and his/her committee.

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

COURSE OFFERINGS

AR ART

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

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

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

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

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

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

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

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

MASTER OF SCIENCE IN EDUCATION,
EARTH SCIENCE

Telephone (208) 385-3651

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

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

COURSE OFFERINGS

GO GEOLOGY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GS GENERAL SCIENCE

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

MASTER OF SCIENCE IN EDUCATION, MATHEMATICS

Telephone (208) 385-1172

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

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

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

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

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**COURSE OFFERINGS**

**M MATHEMATICS**

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

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

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

**M 456G LINEAR PROGRAMMING (4-0-4)(S).** Simplex algorithm, two-phase method, simple algorithm for problems with bounded variables, duality theory, postoptimality analysis, network simplex method, and the transportation and assignment problems. PREREQ: M 301.

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**M 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: M 314 or PERM/INST.

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

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

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

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

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

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

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

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

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

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

**M 593 THESIS (May be taken for 3 to 6 credits).** Original mathematical research or a new interpretation or novel exposition of existing mathematics. Course is arranged with supervising faculty member. PREREQ: Admission to candidacy.
M598 SEMINAR IN MATHEMATICS (3-0-3). The content will vary within a format of student presentation and discussion of relatively advanced mathematical topics selected from texts or mathematical journals. This will not be a seminar in mathematics education.

MI MATHEMATICS FOR INSTRUCTION

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

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

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

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

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

MASTER OF ARTS IN ENGLISH

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

ADMISSION REQUIREMENTS

To be considered for regular status as a graduate student in the Department of English, an applicant must meet general Graduate College requirements and the following departmental requirements:
1. Normally, a Bachelor of Arts in English. However, an applicant may demonstrate instead a strong background in an area of study in the graduate curriculum of the English Department to be considered for admission.
2. A G.P.A. of at least 2.75 for all undergraduate work or a G.P.A. of at least 3.0 for the last sixty semester credit hours of undergraduate work.
3. Scores for the Graduate Record Examination (GRE). The applicant should score at least 500 on the Verbal Section of the GRE. An applicant who wishes to emphasize literary study, creative writing, or teaching on the secondary
credit hours may be counted toward the M.A. degree in English.

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

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

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

**Course Offerings**

**E ENGLISH**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PREREQ: E 500 or PERM/CHAIR. (Repeatable for credit)

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

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

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

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

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

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

MASTER OF SCIENCE IN EXERCISE AND SPORT STUDIES

Telephone (208) 385-3973

OBJECTIVES

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

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

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

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

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

DEGREE REQUIREMENTS

CORE REQUIREMENTS 15 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Functional Anatomy PE 500</td>
<td>3</td>
</tr>
<tr>
<td>Physiology of Activity PE 510</td>
<td>3</td>
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<tr>
<td>Biomechanics PE 520</td>
<td>3</td>
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<tr>
<td>Psychology of Exercise &amp; Sport PE 530</td>
<td>3</td>
</tr>
<tr>
<td>Motor Learning PE 560</td>
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RESEARCH TOOLS 6 CREDITS

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<tr>
<td>Stat Meth in Phy Educ PE 552</td>
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<tr>
<td>Research Design in Phy Educ PE 551</td>
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<tr>
<td>or</td>
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<tr>
<td>Fund of Educational Research TE 551</td>
<td>3</td>
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<td><strong>TOTAL</strong></td>
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### SUGGESTED ELECTIVES 6-9 CREDITS

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

### THESIS OPTION 6 CREDITS

- Research & Thesis PE 593
- **TOTAL** 6

### NON-THESIS OPTION 3 CREDITS

- Project PE 591
- **TOTAL** 3

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

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

### COURSE OFFERINGS

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

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

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

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

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

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

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

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

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

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

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

**PE 535 SOCIOLOGY OF EXERCISE AND SPORT** (3-0-3). A study of the relationships among sport and other facets of society, including social organization, group behavior and social interaction patterns.

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

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

**PE 550 PHILOSOPHY OF EXERCISE AND SPORT** (3-0-3). A study of the philosophical foundations underlying exercise and sport. Topics include values development, design and evaluation of individual and program philosophy and goal structuring.

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

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

**PE 560 MOTOR LEARNING** (3-0-3). A study of the relevant empirical evidence and research in the field of motor learning and performance, including the learning process, feedback, timing, information processing, transfer, perception, motivation and practice conditions.
PE 570 HEALTH PROMOTION (3-0-3). An introduction to health promotion in the commercial/industrial sector, including planning, development, and implementation of programs aimed at the achievement of total well-being.

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

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

PE 590 PRACTICUM (0-9-3). 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: PERM/INST.

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

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

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MASTER OF PHYSICAL EDUCATION IN ATHLETIC ADMINISTRATION

Telephone (208) 385-4270

A Cooperative Graduate Studies Program

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

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

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

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

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

REGISTRATION

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

FEES

Students will pay fees to Boise State University and receive BSU activity cards (consistent with current BSU practices for full-time and part-time students) and thereby receive the appropriate services and use of campus facilities.
FINANCIAL AID
Students taking ISU and/or BSU courses on the Boise campus will be considered as "in-residence" at Boise State. Therefore, students applying for financial aid will do so through the Financial Aid Office at BSU.

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

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

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

COURSE REQUIREMENTS
Leadership & Management HPE 605 (AA 505) ..........3
Philosophy of Athletics PE 615 (AA 515 or PE 550) ......3
Athletics & the Law PE 631 (AA 531) ...................2
Management of Athletics PE 635 (AA 535) .............3
Research & Writing HPE 640 (AA 540 or PE 551) ......3
Issues in Administration HPE 649 (AA 549) .............3

Thesis Option
Thesis HPE 650 (AA 550) ..................................6
Approved Electives .......................................7

Non-Thesis Option
Advanced Theory of Competitive Coaching
PE 610 (AA 510 or PE ..................................3
Sports Medicine PE 645 (AA 545) ........................2
Approved Electives ......................................11
MASTER OF SCIENCE IN GEOLOGY

Telephone (208) 385-1581 or 385-1631

A Cooperative Graduate Studies Program
Boise State University and Idaho State University have a cooperative agreement that allows students to obtain a Master of Science degree in Geology. Students are encouraged to attend Boise State University and Idaho State University, thereby enriching their graduate experience through coursework from a larger faculty of greater intellectual and professional diversity. Boise State University students are encouraged to take a minimum of 12 credit hours at Idaho State University. Whether students choose to attend both institutions or only one, the thesis committee shall include faculty from both institutions and the degree is awarded by Idaho State University. Students may include one or more fields in their studies, such as biostratigraphy, economic geology, environmental geology, geomorphology, exploration geophysics, hydrogeology, mineral exploration, ore deposits, paleontology, petrography and petrology of igneous rocks, stratigraphy, structural geology, shallow subsurface seismic, and volcanic stratigraphy. University of Idaho hydrology courses taken at BSU may also be counted toward the cooperative MS degree.

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 paleontology of Nevada; Stratigraphy, sedimentology, paleontology and biostratigraphy of southern Russia and northern Kazakhstan. These fields will continue to be areas of faculty research in the future and qualifying students interested in pursuing theses in these general fields of research are encouraged to apply for information and financial support.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GO 596 DIRECTED RESEARCH (0-1 to 0-4). Field, laboratory or library research project. Students may work on an individual problem or select a problem from a list provided by the instructor. Weekly progress meetings, final report. PREREQ: Physical Geology or Fundamentals of Geology and/or PERM/INST. GO 597 SPECIAL TOPICS

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

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

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

MASTER OF SCIENCE IN GEOPHYSICS
Telephone (208) 385-1419

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

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

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

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

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

The BSU Master of Science program in geophysics interacts cooperatively with the University of Idaho (Uoi) Master of Science program in geophysics through the joint listing of graduate geophysics courses, the application of BSU graduate geophysics courses for Uoi credit, and the application of Uoi 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 Uol. In addition, faculty at BSU, Uol, 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, Uol, and ISU add flexibility and geographic accessibility to graduate education in geophysics within Idaho.

ADMISSION CRITERIA

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

GRADUATE ASSISTANTSHIPS

Graduate assistantships including tuition and fee waivers are funded from three sources: appropriated state funds, endowments, and research grants and contracts. Applicants to the M.S. Geophysics program who submit all documents required by the admission procedure by February 1 of any given year will be considered for a state 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, Uol, ISU, or other institutions (selection based on a direct interest in the student’s research). The Coordinator of the geophysics graduate program works closely with each supervisory committee and will serve as temporary advisor to each new student until a supervisory committee can be assigned.

DEGREE REQUIREMENTS

Credit Requirements: The BSU Master of Science in Geophysics requires 30 semester credits distributed as follows:
1. 12 credits in BSU GP 500-level geophysics courses approved by the supervisory committee and by the Coordinator of the geophysics graduate program.
2. 12 credits in elective courses approved by the supervisory committee and by the Coordinator of the geophysics graduate program.
3. 6 credits minimum for research leading to a written thesis (BSU GP 593).

All 30 credits must be taken for a letter grade. On-campus geophysics graduate students are also required to take geophysics graduate seminar (GP 598) for a letter grade whenever it is offered. Transfer credits may not be used for requirements 1 or 3 except that a maximum of 6 credits of requirement 1 may be satisfied with Uol 500-level geophysics courses. A maximum of 9 transfer credits may be applied to meet requirement 2 except that all 12 credits of requirement 2 may be satisfied with transfer credits from Uol and/or ISU. Certain courses are normally ineligible for requirements 1 and 2 including courses applied to a previously obtained degree, courses used to meet admission requirements, and courses required to remedy background deficiencies. The purpose of requirement 1 is to broaden the student’s background in graduate level geophysics in a formal classroom setting; independent study, directed research, project, or special topics courses which do not fit this description are not applicable toward requirement 1. The purpose of requirement 2 is to provide an opportunity for elective courses within geophysics or in an associated field of science or engineering; these are often courses which are appropriate to a student’s thesis, postgraduate education, or employment goals. In all cases, the courses applied to meet the credit requirements 1 and 2 must be approved by the student’s supervisory committee and by the Coordinator of the geophysics graduate program, and the majority of the 30-credit total requirement (i.e., at least 16 credits) must be earned in residence at BSU.

Thesis Requirements: A thesis representing research of sufficient quality to warrant publication in a peer-reviewed journal is required of all candidates for the Master of Science in Geophysics. Actual publication is not required, but is held out as a goal for all graduate students. The research results must be presented at a formal public defense, and the final written thesis must be approved by the supervisory committee, by the Coordinator of the geophysics graduate program, and by the Dean of the Graduate College. In order to provide sufficient time for thorough evaluation of thesis research, a student should allow 3-6 months between preparation of the first draft of the thesis and the day of the formal defense. Frequent communication between the student, the supervisory committee, and the Coordinator is essential throughout this period.

III

DEGREE REQUIREMENTS

Credit Requirements: The BSU Master of Science in Geophysics requires 30 semester credits distributed as follows:
1. 12 credits in BSU GP 500-level geophysics courses approved by the supervisory committee and by the Coordinator of the geophysics graduate program.
2. 12 credits in elective courses approved by the supervisory committee and by the Coordinator of the geophysics graduate program.
3. 6 credits minimum for research leading to a written thesis (BSU GP 593).

All 30 credits must be taken for a letter grade. On-campus geophysics graduate students are also required to take geophysics graduate seminar (GP 598) for a letter grade whenever it is offered. Transfer credits may not be used for requirements 1 or 3 except that a maximum of 6 credits of requirement 1 may be satisfied with Uol 500-level geophysics courses. A maximum of 9 transfer credits may be applied to meet requirement 2 except that all 12 credits of requirement 2 may be satisfied with transfer credits from Uol and/or ISU. Certain courses are normally ineligible for requirements 1 and 2 including courses applied to a previously obtained degree, courses used to meet admission requirements, and courses required to remedy background deficiencies. The purpose of requirement 1 is to broaden the student’s background in graduate level geophysics in a formal classroom setting; independent study, directed research, project, or special topics courses which do not fit this description are not applicable toward requirement 1. The purpose of requirement 2 is to provide an opportunity for elective courses within geophysics or in an associated field of science or engineering; these are often courses which are appropriate to a student’s thesis, postgraduate education, or employment goals. In all cases, the courses applied to meet the credit requirements 1 and 2 must be approved by the student’s supervisory committee and by the Coordinator of the geophysics graduate program, and the majority of the 30-credit total requirement (i.e., at least 16 credits) must be earned in residence at BSU.

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

**BSU Course Offerings**

**GP GEOPHYSICS**

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


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

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

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

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

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


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


**UoI Graduate Course Offerings**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Geoph 502</td>
<td>Directed Study</td>
<td>3</td>
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<tr>
<td>Geoph 520</td>
<td>Exploration Geophysics</td>
<td>3</td>
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<tr>
<td>Geoph 521</td>
<td>Mining Geophysics</td>
<td>3</td>
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<td>Geoph 523</td>
<td>Seismic Stratigraphy</td>
<td>3</td>
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<td>Geoph/GeoE 540</td>
<td>Probabilistic Methods</td>
<td>3</td>
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<tr>
<td>Geoph/Geo 588</td>
<td>Isotopes</td>
<td>3</td>
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<tr>
<td>Geoph/Geo 590</td>
<td>Photogeology</td>
<td>3</td>
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<tr>
<td>Geoph/Min 503</td>
<td>Stress Analysis</td>
<td>3</td>
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<tr>
<td>Geoph/Min 504</td>
<td>Advanced Rock Mechanics</td>
<td>3</td>
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</tbody>
</table>

**Core Courses**

- Advanced Rock Mechanics 3
- Engineering Geophysics 3
- Exploratory Geophysics 3
- Isotopes 3
- Photogeology 3
- Stress Analysis 3
- Advanced Rock Mechanics 3
The M.A. degree in History at BSU prepares students for advanced work in the field of history. Established in 1977, the M.A. program in History is based upon a solid, committed faculty and multiple resources. Faculty and library strengths enable students to specialize in the fields of European, Third World, North American, Ancient and Medieval, Religious, International, Women's, Western, and Public history. Besides a faculty rich in its diversity and talents, the location of the university in the capital city of Idaho gives students access to the State Archives, Idaho State Historical Museum, the state's Law Library, the Survey Research Center, the Frank Church Archive, and other research facilities. The BSU library has a collection of almost 400,000 bound volumes and periodicals and subscribes to more than 4,500 serials. It is also a selective U.S. Government and Canadian document depository, as well as an Idaho State depository. The interlibrary loan system makes the holdings of other excellent collections accessible to BSU students. Several large corporations with home offices in Boise have opened their archives to students and faculty doing research on department-supported topics.

**MAJOR FIELDS OF EMPHASIS**

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

**Ancient and Medieval Studies**

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

**Religious History**

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

**International History**

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

**Women's History**

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

**Western and Public History**

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

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

**APPLICATION PROCEDURES**

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

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

ADMISSIONS

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

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

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

PROGRAM REQUIREMENTS

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

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

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

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

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

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

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

A typical program would look like this:

A. Thesis option (33 hours)

Core courses ............................................. 6
Major field .............................................. 12
Minor field .............................................. 9
Thesis ...................................................... 6

B. Project option (33 hours)

Core ...................................................... 6
Major field .............................................. 15
Minor field .............................................. 9
Project ................................................... 3

COURSE OFFERINGS

HY HISTORY

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

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

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

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

HY 513 SOURCES OF NONWESTERN TRADITION (3-0-3).

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

HY 580 GRADUATE SEMINAR IN U.S. HISTORY (3-0-3). Studies of the principal themes or problems within well-defined periods of particular fields of U.S. History. Emphasis will be placed on reading, discussion, writing and research. Reports and discussion on various aspects of the controlling subject will be performed by the students with the assistance of the instructor. PREREQ: Admission to the graduate program or PERM/CHAIR.

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

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

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

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

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

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

Incomplete in any graduate course, except thesis (HY 593) and project (HY 591), will be granted only under extraordinary circumstances and the work must be made up before the student will be allowed to register for a subsequent semester. Students wishing to take an overload (more than 9 graduate credits) must secure written permission from their advisory committee chair, the director of graduate studies, and the department chair.

MASTER OF SCIENCE IN INSTRUCTIONAL & PERFORMANCE TECHNOLOGY

Telephone (208) 385-1312

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

The M.S. program emphasizes scholarly understanding of research and theory as they apply to instructional technology and performance technology. Students are also exposed to a broad range of practical skills and knowledge in instructional systems design, program development, computer assisted instruction, consulting, media selection/utilization, instructional use of computers, and program evaluation. In addition, students learn how to appraise and select proposed training programs and delivery methods.

Human performance improvement in organizations requires more than education or training alone. In this program students explore the many factors that affect human performance, including: 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, be proactive, and design interventions (predominately training or instruction) that will get the desired results. They learn how to define and clarify those results and how to integrate training with other factors that impact human performance.

DISTANCE EDUCATION OPTION

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

TLF classes are conducted by computer conferencing (via personal computers and telephone connections). TLF 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 peer students is much more immediate than possible through mailing systems. Computer conferencing permits (and encourages) a high level of interaction among class members.
TLF classes are delivered through a combination of media in addition to the medium of computer conferencing. For example, for any given course, the media used might include printed materials, videotapes, audio tapes, computer-assisted instruction, computer programs, data bases, slow-scan video, facsimiles, and personal telephone contact.

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

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

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

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

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

Core Requirements:
- Intro Instructional & Performance Technology IP 536 ............3
- Instructional Design IP 537 ........................................3
- Evaluation Methodology IP 530 .....................................3
- *Instructional Theory TE 582 ........................................3
- *Instructional Courseware Design TE 538 .........................3
- Delivery Technology for Instruction IP 550 ........................3
Core Requirements subtotal 18

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

or

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

or

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

Program subtotal 33

Electives:
Appropriate electives will be selected by the student and his/her advisor based on an evaluation of the student's educational and professional goals.
Suggestions:
- Applications of Learning Styles in Instructional & Performance Technology IP 540 .................3
- Fund of Educ Research TE 551 ........................................3
- Human Factors Engineering IP 561 .................................3
- Artificial Intelligence Applications for Instruction IP 539 .................................................................3
- Management Concerns for Performance Technologists IP 571 .................................................3
- Directed Research IP 596 ..............................................3
- Practicum/Internship IP 590 ............................................3
- Selected Topics in Instructional Technology IP 583 ..........3
- Special Topics IP 597 ....................................................3
- Advanced Technical Communication E 512 .................3

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

IP INSTRUCTIONAL/PERFORMANCE TECHNOLOGY

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

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

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

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

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

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

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

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

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

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

IP 590 PRACTICUM/INTERNSHIP (Variable).

IP 591 PROJECT (0-V-6).

IP 593 THESIS (0-V-6).

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

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

The Interdisciplinary Studies Program is administered by the Graduate College, housed in the College of Arts and Sciences and directly supervised by the Director of Interdisciplinary Studies. A university-wide Interdisciplinary Studies Committee consisting of the Graduate Dean and one member from each academic College oversees the program. The Director of Interdisciplinary Studies serves as the chair of that committee. Each student in the program will also have a graduate committee composed of three faculty members from the disciplines making up the interdisciplinary program. The student’s graduate committee will have the responsibility of helping the student select his or her major area. This program is not a substitute for the traditional master's degree; rather, it is intended for students with broader interests in several fields or those whose career goals do not match fully with a single identifiable academic unit or department. Emphasis is placed on continued intellectual and cultural development in a constantly changing society where new career interests may extend over several traditional specializations.

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

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

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

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

Telephone (208) 385-1216

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

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

DEGREES OFFERED

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

ADMISSION REQUIREMENTS

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

PREDICTIVE EXAMINATION

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

MASTER OF MUSIC, MUSIC EDUCATION

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

1. Core Courses
   - Intro to Music Research MU 503
   - New Developments in Music Education MU 570
   - History & Philosophy of Music Education MU 576
   - Issues in Education TE 570
   Total: 12

2. Non-Music Education Courses
   - Music Theory
   - Music History
   - Private Music Lessons (2 semesters minimum)
   - Music Ensemble
   Total: 12

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

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

5. Oral Examination
   If needed, an oral examination relating to the written comprehensive examination or to the culminating activity may be requested at the discretion of the candidate’s Committee.

6. Culminating Activity (3-6 credits from one of the choices listed below)
   - A. Lecture-Recital MA 544
   - B. Project MU 591
     1) Culminating Paper
     2) Research in Selected Topics (20 questions: 4 areas)
     3) Thesis MU 593
   Total: 12

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

MASTER OF MUSIC, PERFORMANCE/PEDAGOGY

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

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

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

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

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

2. **Performance Option Courses** ..................17
   - Pedagogy I, II MU 563, 564 or additional Music History* and/or Music Theory* ...............6
   - Additional Graduate level music elective ..........3
   - Private lessons on major instrument MC 5_4 ........8
     (2 semesters minimum: private lessons must be taken each semester of residency)
     OR
   - Pedagogy Option Courses ........................13-16
     - Pedagogy I, II MU 563, 564 ....................6
     - Additional Music History* and/or Music Theory ..................................................3-6
     - Private lessons on major instrument MC 5_2 ........4
       (2 semesters minimum: private lessons must be taken each semester of residency)

3. **Performance Option Culminating Project** ..........3
   - Graduate Solo Performance Recital MA 546 ..........3
   - or
   - Pedagogy Option Culminating Project (1, 2, or 3) ....3-6

4. **Performance/Pedagogy Comprehensive Review**
   After successful completion of the culminating project, the student's committee will administer a written examination consisting of three questions, one from each committee member. The questions will cover areas of the student's recital or culminating project and 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** 31-32

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**COURSE OFFERINGS**

**MA MUSIC APPLIED - PERFORMANCE CLASSES, RECITALS**

**MA 544 LECTURE/RECITAL (0-V-3).** A full lecture/recital to be presented as the culminating project for the Bachelor 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.

**MA 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. PREREQ: PERM/INST/CHAIR. Graded Pass/Fail.

**MC MUSIC PRIVATE LESSONS PERFORMANCE STUDIES**

Students will be assigned on the basis of an audition. Performance, Technical Study, Musical Interpretation, and Teaching Technique will be stressed.

All 500 level MC courses are repeatable. See undergraduate Private Lesson Performance Studies course numbering system for explanation of course numbers.

**MC 501 (0-5-1), 502 (0-5-2), 504 (0-4-1).** Woodwind instruments private lessons.

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

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

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

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

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

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

**ME MUSIC ENSEMBLE**

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

**ME 350G ORCHESTRA (0-5-1) (F/S).** The Boise State University 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.

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

**ME 515 OPERA THEATER (0-5-1).** Advanced study/experience in singing-acting technique and movement through performing in productions from the opera and/or musical theater repertoire. May be repeated for up to 4 credits maximum. PREREQ: PERM/INST.
ME 520 INSTRUMENTAL ENSEMBLE (0-2-3)(F/S). Used for concert band, percussion ensemble, keyboard ensemble, and whatever else needed, by section number.

MU MUSIC, GENERAL

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

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

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

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

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

MU 510 HISTORY OF MUSIC IN THE UNITED STATES (3-0-3)(F/S). Designed for either the non-specialist or specialist in music, this course will survey the role which music has played in the development of American culture. Among the topics covered will be early New England music, music of the Blacks, Indians, and other ethnic groups. Social and historical interrelationships with music will be examined and discussed.

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

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

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

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

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

MU 555 SEMINAR IN MEDIEVAL THROUGH BAROQUE PERFORMANCE PRACTICES (3-0-3)(F/S). The study of music literature in Western Europe from the late Middle Ages through the Baroque period through the historical survey of performance practices and their practical application.

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

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

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

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

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

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

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

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

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

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

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

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

MU 579 PROJECT (0-V-3). Details for the culminating project can be found in requirements for Master’s degree in secondary education, music emphasis.

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

MU 596 DIRECTED RESEARCH

MASTER OF PUBLIC ADMINISTRATION

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

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

ADMISSION TO THE MPA PROGRAM

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

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

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

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

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

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

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

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

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

COURSE SELECTION

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

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

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

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

1. General Public Administration: This area of emphasis is provided to accommodate those students desiring preparation in public administration as a “generalist”, rather than a “specialist” in a particular area. Students should select the remaining 15 credit hours of course work from the MPA courses listed in this catalog or offered as “selected topics,” and MUST include PA 596 Directed Research (3 semester credits).
2. Environmental and Natural Resources Policy and Administration: Natural Resource Policy and Administration PA 540, Environmental and Regulatory Policy and Administration PA 541, Energy Politics PA 542, and Public Land Policy and Administration PA 543. “Selected Topics” courses may be offered to supplement area of emphasis requirements.

COURSE OFFERINGS

PA PUBLIC AFFAIRS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PA 580 ADMINISTRATIVE THEORY AND PRACTICE
PA 581 NATURAL RESOURCES & ENVIRONMENTAL POLICY
PA 582 PUBLIC POLICY AND POLICY ANALYSIS
PA 584 THE EXECUTIVE AND THE ADMINISTRATIVE PROCESS
PA 585 INTERGOVERNMENTAL RELATIONS
PA 586 COMMUNITY AND REGIONAL PLANNING
PA 590 PUBLIC SERVICE INTERNSHIP (variable credit). Arranged as field experience for those students with no prior experience in governmental or other organizational assignments. Such internships will be established and arrangements made for placement through the MPA Internship Director.

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

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

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

Telephone (208) 385-3329

GENERAL INFORMATION

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

ADMISSION REQUIREMENTS

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

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

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

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

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

DEGREE REQUIREMENTS

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

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

COURSE LIST (BSU)

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

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

THESIS

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

B BIOLOGY

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

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

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

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

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

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

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

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

B 520 POPULATION AND COMMUNITY ECOLOGY (3-0-3)(F). The structure of populations and communities. Competition, predation, life history strategies, demography, population regulation, and species diversity are examined from experimental and theoretical perspectives. PREREQ: B 423 or equivalent, or PERM/INST.

BT BOTANY

BT 330G MYCOLOGY (3-3-4)(F). A study of the biology of fungi 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. Inset collection required. Students should meet with instructor the spring or summer before enrolling. PREREQ: PERM/INST.

Z ZOOLOGY

Z 305G ENTOMOLOGY (2-6-4)(F). Biology of insects with emphasis on identification and life cycles for students who have completed one year of college level biology. Laboratory includes field trips to collect and identify local species. Inset collection required. Students should meet with instructor the spring or summer before enrolling. PREREQ: Z 230, PERM/INST.

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

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

Sixty hours of coursework will promote knowledge and skill development in the eight core areas required by CACREP Standards: Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Counseling, Lifestyle and Career Development, Appraisal, Research and Evaluation, and Professional Orientation. While many of the classes and experiences built into the program will support core areas, specific coursework in each of the eight components is listed below. Several 1 and 2 credit classes are included to maximize flexibility while reflecting current training trends in school counseling.

**Human Growth and Development**
- CD 511 Lifespan Development (2)
- CD 515 Problems in Childhood and Adolescence (3)

**Social and Cultural Foundations**
- CD 508 Ethics in Counseling (1)
- CD 509 Cross-Cultural Counseling (2)
- CD 521 Counseling for Special Needs (1)

**Helping Relationships**
- CD 502 Counseling Theories (3)
- CD 505 Counseling Skills I (3)
- CD 506 Counseling Skills II (3)

**Group Counseling**
- CD 503 Group Counseling Lab (0)
- CD 513 Group Counseling (2)
- CD 520 Outreach and Prevention Counseling (2)
- CD 522 Referral and Networking (1)

**Lifestyle and Career Development**
- CD 507 Career Development Counseling (3)

**Appraisal**
- CD 504 Measurement & Evaluation in School Counseling (3)

**Research and Evaluation**
- CD 512 Statistics and Research Design (2)
- CD 527 Applied Research (2)

**Program Sequence**

**Fall: Year 1**
- CD 501 Foundations in School Counseling (3)
- CD 502 Counseling Theories (3)

**Spring: Year 1**
- CD 503 Group Counseling (2)
- CD 512 Statistics and Research Design (2)
- CD 513 Group Counseling (2)
- CD 514 Practicum I (2)

**Summer: Year 1**
- CD 504 Measure & Evaluation in School Counseling (3)
- CD 505 Counseling Skills I (3)
- CD 506 Counseling Skills II (3)
- CD 507 Career Development Counseling (3)
- CD 508 Ethics in Counseling (1)
- CD 509 Cross-cultural Counseling (2)
- CD 510 Addictions Counseling (1)
- CD 511 Lifespan Development (2)

**Total: Year 1**
- 24 hours

**Fall: Year 2**
- CD 512 Statistics and Research Design (2)
- CD 513 Group Counseling (2)
- CD 514 Practicum I (2)

**Spring: Year 2**
- CD 515 Problems in Childhood & Adolescence (3)
- CD 516 Practicum II (2)
- CD 517 Crisis Management (1)

**Summer: Year 2**
- CD 518 Internship in Counseling I (2)
- CD 519 Elementary Counseling or CD 520 Secondary Counseling (2)
- CD 521 Outreach and Prevention (2)
- CD 522 Counseling for Special Needs (1)
- CD 523 Referral and Networking (1)
- CD 524 Short-term Interventions (1)
- Electives (3)

**Total: Year 2**
- 24 hours

**Fall: Year 3**
- CD 518 Internship in Counseling II (4)
- CD 519 Elementary Counseling or CD 520 Secondary Counseling (2)
- CD 521 Outreach and Prevention (2)
- CD 522 Counseling for Special Needs (1)
- CD 523 Referral and Networking (1)
- CD 524 Short-term Interventions (1)
- Electives (3)

**Total: Year 3**
- 12 hours

**Program Total**
- 60 hours
COURSE DESCRIPTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CD 519 ELEMENTARY SCHOOL COUNSELING (2-0-2)(SU). Provides an overview of elementary school counseling. Students
MASTER OF SOCIAL WORK

Telephone (208) 385-4044

OBJECTIVE

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

ADMISSION

Criteria for admission into the MSW program:

1. Completion of the BSU application process for admission as a graduate student.

2. Completion of the Graduate Record Examination (GRE) within five years preceding the application.

   Applicants must receive a composite score of 1,000 or higher on the verbal and quantitative sections of the GRE Test.

3. A bachelor’s degree from an accredited college or university with a distribution of liberal arts courses (70 quarter credits or 46 semester credits) and a minimum of 10 quarter credits or 6 semester credits in each of the general distribution areas: humanities, social sciences, and natural sciences/mathematics.

   Applicants must also have completed a human biology course and a statistics or research course with a minimum letter grade of "C".

4. An overall undergraduate grade point average (GPA) of 2.75 or higher and a GPA of 3.0 or higher for the junior and senior years of undergraduate study.

ADVANCED STANDING

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

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


2. Minimum GPA of 3.0 in social work courses from an accredited undergraduate program. Students with an individual social work course with a grade less than C will be required to complete additional equivalent content.

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

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

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

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

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

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

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

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

CD 528 INTERNSHIP IN COUNSELING III (1-3-4)(S). In the culminating component of the internship sequence, students will assume all the functions of a school counselor in their selected setting while continuing under close supervision. They will provide the full range of counseling sources from crisis intervention/remediation to the promotion of personal development and environmental enhancement. PREREQ: CD 526.
3. This degree must have been completed within five years of the applicant’s planned entry into Boise State University’s MSW program OR within ten years if the applicant has substantial paid social work experience.

4. All other requirements equivalent to regular admissions.

**YEAR ONE**

**Fall Semester**
- SW 502 History and Philosophy of Social Welfare ............... 3
- SW 503 General Methods I: Small Systems (Micro) ............... 3
- SW 504 Social Work Practice Skills ............................. 2
- SW 512 Human Development Through the Life Cycle .......... 3
- SW 514 Ethnicity, Gender and Class ............................. 1
- SW 530 Research/Statistics I ................................... 3
- Total Credits 15

**Spring Semester**
- SW 505 Social Policy Analysis ................................... 3
- SW 515 General Methods II: Larger Systems (Macro) .......... 3
- SW 521 Social Dimensions of Human Behavior ................. 3
- SW 570 Field Practicum ....................................... 6
- Total Credits 15

**YEAR TWO**

**Fall Semester**
- SW 506 Family and Children, Policy and Legislation .......... 3
- SW 532 Research II: Evaluation .................................. 3
- SW 550 Advanced Interventions-Comparative Theories .......... 3
- SW 575 Advanced Practicum ................................... 6
- Total Credits 15

**Spring Semester**
- SW 525 Advanced Clinical Practice with Families and Children .................................................. 3
- SW 526 Emotional Disorders ..................................... 3
- SW 576 Advanced Practicum II .................................. 6
- *2 Electives - 2 Credits Each .................................. 4
- Total Credits 16

**Total Degree Credit Requirements** 61

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

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

**COURSE OFFERINGS**

**SW SOCIAL WORK**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**SW 580 SELECTED TOPICS: SOCIAL WORK PRACTICE**

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

**SW 581 SELECTED TOPICS: VIOLENCE IN THE FAMILY**

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

**SW 582 SELECTED TOPICS: SOCIAL WORK PRACTICE WITH THE ELDERLY**

(3-0-3). Reviews policy issues and service programs that are directed towards the elderly. Focuses on the frail, impaired, and isolated aged, with an emphasis on assessment and intervention techniques.

**SW 583 SELECTED TOPICS: ALCOHOLISM AND SUBSTANCE ABUSE**

(3-0-3). Examines theories and causes of alcoholism and substance abuse; criteria for assessment and major treatment approaches for working with individuals and families.

**SW 584 SELECTED TOPICS: SOCIAL WORK PRACTICE WITH HISPANIC POPULATIONS**

(3-0-3). Examines theories and skills related to social work practice with Hispanic individuals and families. Focus is on strengthening and empowering Hispanic individuals and families to perform caregiving roles within their environment.

**SW 585 SELECTED TOPICS: ADVANCED SOCIAL WORK PRACTICE IN ORGANIZATION AND COMMUNITIES**

(3-0-3). Building upon the content of SW 525, this course develops advance knowledge for social work practice in organizations and communities.

**SW 586 SELECTED TOPICS: ADVANCED SOCIAL WORK PRACTICE WITH GROUPS**

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

**SW 587 SELECTED TOPICS: SOCIAL WORK SUPERVISION**

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

**SW 594 WORKSHOP**

**SW 597 SPECIAL TOPICS**

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**MASTER OF ARTS IN TECHNICAL COMMUNICATION**

Telephone (208) 385-3088 or 385-1246

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

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

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

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

**ADMISSION REQUIREMENTS**

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

PROGRAM REQUIREMENTS

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

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

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

Total: 33

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

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

Total: 33

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

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

COURSE OFFERINGS

REQUIRED COURSES

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

E 512 ADVANCED TECHNICAL COMMUNICATION (3-0-3)(S). An advanced study of technical communication for those students who are or expect to become professional technical communicators. Students will write reports and manuals related to their fields of interest and background. The topics of study include modern theories of readability, focusing on research in semantics, syntax, and pragmatics, and recent developments in document conventions. PREREQ: E 302 or E 402 or E 511 or PERM/INST.

E 513 TECHNICAL EDITING (3-0-3)(F). An advanced course in the editing of technical documents. Major projects are related to each student's field of interest. Topics of study include content editing, copy editing, developmental editing, and production editing, as well as the theory and ethics of editing. PREREQ: E 512 or PERM/INST.

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

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

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

E 517 ORAL COMMUNICATION FOR TECHNICAL COMMUNICATORS (3-0-3) (F). The theory and practice of several major kinds of oral communication modes used by technical communicators: interviewing of technical experts, group dynamics, gender issues, conflict management, and technical presentations, including the creation of presentation graphics. PREREQ: E 516 or PERM/INST.

E 590 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 coursework.

ELECTIVE COURSES

E 518 WRITING FOR THE COMPUTER INDUSTRY (3-0-3) (F/S). A study of the characteristics of professional-quality computer documentation. In a workshop setting, students focus on applying techniques for creating readable and usable computer documentation (including analysis of organization, writing style, formatting, and graphic design) to a user manual. Attention is also given to strategies for working successfully as a technical communicator within computer industry environments. PREREQ: E 512 or PERM/INST.

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

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

E 597 SPECIAL TOPICS: WRITING FOR THE HEALTH SCIENCES (3-0-3) (F/S). An analysis of the rhetorical principles of medical writing through an historical perspective provided by selected readings by major medical writers. Students apply these principles to their own writing and editing of articles and other materials for professional publication in their biomedical specialties. Consideration is also given to the rhetorical and ethical issues involved in writing about medical topics for different audiences. PREREQ: E 512 and content knowledge of at least one biomedical field, or PERM/INST.

ADVANCED CERTIFICATE IN TECHNICAL COMMUNICATION

Telephone (208) 385-3088 or 385-1246

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

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

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

Following are the requirements for the Advanced Certificate.

REQUIRED

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

COURSE DESCRIPTIONS

AR 333 COMPUTER GRAPHICS FOR ARTISTS (2-4-4) (F/S).
This course will familiarize the student with current programs for publication design, electronic prepress methods, illustration, fine art, photo manipulation and interactive programming. Available software includes the latest in illustration, graphic design, three dimensional applications, animation, paint and interactive programs. PREREQ: PERM/INST.

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


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

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

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

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

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

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

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

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

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

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

Telephone (208) 385-3097

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

DEGREE REQUIREMENTS

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

SEQUENCE OF THE PROGRAM

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SECOND YEAR

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COURSE OFFERINGS

AR ART

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

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

**ADDITIONAL GRADUATE COURSES**

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

**C CHEMISTRY**

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

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

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

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

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

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

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

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

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

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

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

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

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

**CS COMPUTER SCIENCE**

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

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

**CR CRIMINAL JUSTICE ADMINISTRATION COURSES**


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

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

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

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

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


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

PHYSICAL SCIENCE

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

SO SOCIOLOGY COURSES

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>A</th>
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<tbody>
<tr>
<td>Alm Leslie (1991)</td>
<td>Assistant Professor, Political Science; Ph.D., Colorado State University</td>
</tr>
<tr>
<td>Andersen Rudy A. (1992)</td>
<td>Assistant Professor, Health Studies; D.D.S., Washington University</td>
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<tr>
<td>Andersen Calvin Kent (1990)</td>
<td>Assistant Professor, English; M.F.A., University of Montana</td>
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<tr>
<td>Anderson Holly L (1989)</td>
<td>Associate Professor, Foundations, Technology &amp; Secondary Education; Ph.D., Utah State University</td>
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<tr>
<td>Anderson Michael R (1990)</td>
<td>Assistant Professor, Mathematics; Ph.D., University of Michigan</td>
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<td>Anderson Robert (1970)</td>
<td>Professor, Mathematics; Ph.D., Michigan State University</td>
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<td>Aanooshian Linda James (1988)</td>
<td>Professor, Psychology; Ph.D., University of California, Riverside</td>
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<td>Anson Robert (1990)</td>
<td>Assistant Professor, Computer Information Systems &amp; Production Management; Ph.D., Indiana University</td>
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<td>Armstrong James (1992)</td>
<td>Associate Professor, Foundations, Technology &amp; Secondary Education; Ph.D., University of Illinois</td>
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<tr>
<td>Atlakson Philip (1985)</td>
<td>Associate Professor, Theatre Arts; M.A., State University of New York, Binghamton</td>
</tr>
<tr>
<td>Ayers Kathleen L (1983)</td>
<td>Associate Professor, Mathematics; Ph.D., University of Idaho</td>
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<tr>
<td>Bahruth Robert (1988)</td>
<td>Associate Professor, Elementary Education &amp; Specialized Studies; Ph.D., University of Texas, Austin</td>
</tr>
<tr>
<td>Baker Charles W (1968)</td>
<td>Professor, Biology; Ph.D., Oregon State University</td>
</tr>
<tr>
<td>Baker Richard P (1973)</td>
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<tr>
<td>Baldassarre Joseph A (1975)</td>
<td>Professor, Music; D.M.A., Case Western Reserve University</td>
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<tr>
<td>Baldwin John B (1971)</td>
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<tr>
<td>Bammel Brad P (1988)</td>
<td>Associate Professor, Chemistry; Ph.D., University of New Orleans</td>
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<td>Banks Richard C (1968)</td>
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<tr>
<td>Barney Lloyd Dwayne (1986)</td>
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<td>Barr Robert (1991)</td>
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<td>Bauwens Jeanne (1977)</td>
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<td>Bechard Marc Joseph (1983)</td>
<td>Graduate Program Coordinator, Raptor Biology; Professor, Biology; Ph.D., Washington State University</td>
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<tr>
<td>Belfy Jeanne Marie (1983)</td>
<td>Associate Professor, Music; Ph.D., University of Kentucky</td>
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<tr>
<td>Belloff James (1993)</td>
<td>Assistant Professor, Biology; Ph.D., Clemson University</td>
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<tr>
<td>Benson Elmo B (1975)</td>
<td>Associate Professor, Art; Ed.D., University of Idaho</td>
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<td>Bentley Elton B (1980)</td>
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<td>Berg Lynn R (1984)</td>
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<td>Bernstein Louis (1989)</td>
<td>Assistant Professor, History; Ph.D., University of Kansas</td>
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<td>Bieter J Patrick (1969)</td>
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<tr>
<td>Bigelow John D (1982)</td>
<td>Professor, Management; Ph.D., Case Western Reserve University</td>
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<tr>
<td>Bixby Michael B (1981)</td>
<td>Professor, Management; J.D., University of Michigan</td>
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<td>Blain Michael (1982)</td>
<td>Chair &amp; Associate Professor, Sociology; Ph.D.; University of Illinois</td>
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<tr>
<td>Blankenship Jim (1977)</td>
<td>Professor, Art; M.F.A., Otis Art Institute</td>
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<td>Boren Robert R (1971)</td>
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<tr>
<td>Boyer Dale K (1968)</td>
<td>Professor, English; Ph.D., University of Missouri, Columbia</td>
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<td>Brenton Susan I (1969)</td>
<td>Chair &amp; Professor, Computer Information Systems &amp; Production Management; Ph.D., University of Iowa</td>
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<tr>
<td>Brown Marcellus (1989)</td>
<td>Associate Professor, Music; M.M., University of Michigan</td>
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<tr>
<td>Buffenbarger James (1991)</td>
<td>Assistant Professor, Mathematics; Ph.D., University of California-Davis</td>
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<tr>
<td>Buhler Peter (1977)</td>
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</tr>
</tbody>
</table>
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<th>Name</th>
<th>Year</th>
<th>Position/Field</th>
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<tr>
<td>Sims Robert C</td>
<td>1970</td>
<td>Professor, History</td>
<td>University of Colorado</td>
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<tr>
<td>Singh Ramlayka</td>
<td>1975</td>
<td>Coordinator, Field Services, Education; Professor, Foundations, Technology &amp; Secondary Education; Ed.D., University of Northern Colorado</td>
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<tr>
<td>Singletary Ted J</td>
<td>1989</td>
<td>Associate Professor, Elementary Education &amp; Specialized Studies; Ph.D., University of Illinois, Urbana-Champaign</td>
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<td>Skoro Charles L</td>
<td>1982</td>
<td>Professor, Economics</td>
<td>Columbia University</td>
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<td>Smith Brent</td>
<td>1980</td>
<td>Associate Professor, Art</td>
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<td>Smith Kirk</td>
<td>1993</td>
<td>Assistant Professor, Marketing &amp; Finance; Ph.D.</td>
<td>University of Houston</td>
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<td>Smith William S</td>
<td>1973</td>
<td>Professor, Physics</td>
<td>Ph.D., University of Wisconsin, Madison</td>
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<td>Snow Mark E</td>
<td>1971</td>
<td>Chair &amp; Professor, Psychology</td>
<td>Ph.D., University of Utah</td>
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<td>Snyder Walter S</td>
<td>1984</td>
<td>Associate Professor, Geosciences</td>
<td>Ph.D., Stanford University</td>
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<td>Spinosa Claude</td>
<td>1970</td>
<td>Professor, Geosciences</td>
<td>Ph.D., University of Iowa</td>
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<td>Steiner Stan</td>
<td>1992</td>
<td>Assistant Professor, Elementary Education &amp; Specialized Studies; M.S., Northern State College, North Dakota</td>
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<td>Stitzel Thomas E</td>
<td>1975</td>
<td>Professor, Marketing &amp; Finance</td>
<td>Ph.D., University of Oregon</td>
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<td>Stokes Lee W</td>
<td>1987</td>
<td>Associate Professor, Health Studies</td>
<td>Ph.D., University of Minnesota, Minneapolis</td>
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<td>Stohr-Gilmore Mary</td>
<td>1993</td>
<td>Assistant Professor, Criminal Justice Administration; Ph.D., Washington State University</td>
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<td>Straub Hilary</td>
<td>1984</td>
<td>Assistant Professor, Nursing</td>
<td>M.S., Indiana, Bloomington</td>
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<td>Suedmeyer Joan A</td>
<td>1986</td>
<td>Associate Professor, Elementary Education &amp; Specialized Studies; Ed.D., Syracuse University</td>
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<td>Sulanke Robert</td>
<td>1970</td>
<td>Professor, Mathematics</td>
<td>Ph.D., University of Kansas</td>
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<td>Takeda Yozo</td>
<td>1968</td>
<td>Professor, Mathematics</td>
<td>Ph.D., University of Idaho</td>
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<td>Taye John A</td>
<td>1975</td>
<td>Professor, Art</td>
<td>M.F.A., Otis Art Institute</td>
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<td>Taylor Ronald S</td>
<td>1975</td>
<td>Associate Professor, Art</td>
<td>M.F.A., Utah State University</td>
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<td>Thomason George</td>
<td>1974</td>
<td>Associate Professor, Music</td>
<td>M.A., Boise State University</td>
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<td>Thorngren Connie M</td>
<td>1970</td>
<td>Associate Professor, Health, Physical Education and Recreation; M.Ed., Central Washington University</td>
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<td>Thorsen Carolyn</td>
<td>1987</td>
<td>Associate Professor, Foundations, Technology &amp; Secondary Education; Ph.D., Utah State University</td>
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<td>Trusky Tom</td>
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<td>M.A., Northwestern University</td>
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<td>Thwing Charlotte</td>
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<td>Professor, Economics</td>
<td>Ph.D., University of Washington</td>
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<td>Thomason George</td>
<td>1974</td>
<td>Associate Professor, Music</td>
<td>M.A., Boise State University</td>
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<td>Vaughn Ross E</td>
<td>1973</td>
<td>Professor, Health, Physical Education and Recreation; Ph.D., Washington State University</td>
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<td>Waide Wenden W</td>
<td>1976</td>
<td>Professor, Elementary Education &amp; Specialized Studies; Ph.D., Utah State University</td>
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<td>Warberg William B</td>
<td>1977</td>
<td>Director, Internships/Cooperative Education; Associate Professor, Computer Information Systems &amp; Production Management; Ed.D., Oregon State University</td>
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<tr>
<td>Warberg William B</td>
<td>1977</td>
<td>Director, Internships/Cooperative Education; Associate Professor, Computer Information Systems &amp; Production Management; Ed.D., Oregon State University</td>
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<td>Ward Frederick R</td>
<td>1969</td>
<td>Professor, Mathematics</td>
<td>Ph.D., Virginia Polytechnic Institute &amp; State University</td>
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<td>Warner Kathleen C</td>
<td>1966</td>
<td>Assistant Professor, English</td>
<td>Ph.D., Indiana, Bloomington</td>
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<td>Wehr S. James B</td>
<td>1989</td>
<td>Director, Public Affairs Program; Associate Professor, Political Science; Ph.D., University of Idaho</td>
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</table>

**U**

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

**V**

- Vahey JoAnn T (1973)
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Anderson Robert C. Ph.D., Biology (1986)

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Bunde Daryl Eugene Ph.D., Biology (1986)
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O re H. Thomas Ph.D., Geosciences (1987)
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<td>Writing Center 37</td>
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